



**World Academy of
Safety & Health**

SWIM LESSON INSTRUCTOR V.2022

**INSTRUCTOR
MANUAL**

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Swim Lesson Instructor Manual, v.2022

Purpose:

This *World Academy of Safety & Health (WASH) Swim Lesson Instructor Manual, v.2022* is exclusively intended to provide guidance and information on the delivery and administration of the World Academy of Safety & Health (WASH) Lifeguard certification training course(s). All information contained within this manual is subject to change at any time for any reason and without notice. All updates, changes, alterations, and new editions will be published on www.lifeguardcertifications.com.

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Disclaimer

World Academy of Safety & Health (WASH) has made all reasonable efforts to ensure the content of this *Swim Lesson Instructor Manual, v.2022* is accurate, up-to-date, and aligned with the most recent industry standards and recommendations at the time of its publication. Scientific and medical information and data can frequently change. Medical recommendations may, in turn, be updated to reflect this latest science and data. In addition to the regular 5-year program and curriculum review and update cycle, the *World Academy of Safety & Health (WASH) Swim Lesson Instructor Manual, v.2022* will be updated as frequently as is needed based upon any changes in medical recommendations. Any and all updates will be published on: www.lifeguardcertifications.com.

Each emergency situation is unique and, hence, warrants its own set of guidelines, principles, recommendations, information and/or emergency response protocols. Therefore, it is not possible for *World Academy of Safety & Health (WASH)* to provide blanket emergency response recommendations.

This *Swim Lesson Instructor Manual, v.2022* must not replace or substitute for advanced medical care or emergency services response and treatment. Further, no information contained within this *Swim Lesson Instructor Manual, v.2022* should replace the need to seek care and/or advice from a physician, hospital staff member, or other licensed healthcare provider. Cooperation with local medical direction is necessary when developing a facility Emergency Action Plan (EAP) and best practices. Emergency services should always be contacted when there is an emergency situation.

World Academy of Safety & Health (WASH) utilizes an Advisory and Review Committee in the development of all programs, courses, manuals, resources, and other instructional materials.

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About Us

World Academy of Safety & Health is an international certifying body for Pool Lifeguards, Waterfront Lifeguards, Surf Rescue Lifeguards, Lifeguard Instructors, Lifeguard Supervisors, and Swim Lesson Instructors.

We offer high-quality courses that are an affordable, flexible, and accessible option. Courses are delivered as full in-person classes in select areas across the world. We urge you to utilize our website for the most up to date list of approvals:

<http://lifeguardcertifications.com/2022/01/11/program-curriculum-approvals/>

We offer a need-based scholarship program for people to participate in lifeguard certification courses. We rely on outside support in the form of donations, grants, and volunteers.

We invite you to join us in our mission to prevent death by drowning worldwide.

Certification courses available in select areas worldwide. We look forward to serving you!

The World Academy of Safety & Health (WASH) Lifeguard Certification Courses were developed to comply with the standards outlined in section 6 of the Model Aquatic Health Code (MAHC)

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Table of Contents

Purpose of Certification and Training Program	11
Swim Lesson Instructor (SLI) S.1 Course Objectives	12
Swim Lesson Instructor (SLI) S.1 Course Prerequisites	12
Swim Lesson Instructor (SLI) Course Outline	13
Certification Policies & Procedures	16
Program Design	23
Instructional Design	21
Course Requirements	22
Evaluation of Swim Lesson Instructor (SLI) Participants	24
Teaching & Learning	25
Hands-On Learning	29
Progressive Skill Building	30
SMART Goals	31
Effective Communication Strategies	32
Lesson Plan Design	32
Swim Lesson Programs	39
Survival Swim Lesson Program	40
Instructional Swim Lesson Program	70
Adult Swim Lesson Program	162
Special Abilities Swim Lesson Program	171
Competition Swim Lesson Program	176
Swim Lesson Program Activities	202
Swim Lesson Planning & Preparation	202
General Swimming Lesson Skill Guidelines	202
Sample Swim Lesson Songs	203
Essential Components of All Swim Lessons	203
Sample Swim Lesson Games	203
Sample Swim Lesson Activities	204
Water Awareness & Swim Safety Program	206
Intended Audience	206
Sample Lessons	206
Sample Activities	208
Other Resources	213
Swim Lesson Instructor (SLI) Cross-Over Course	215
Appendix A - Rubrics	216
Appendix B - Online Instructor & ATC Portal	222
Appendix C - Swim Lesson Instructor (SLI) Skills Assessment Form (SAF)	223
Appendix D - Swim Lesson Entry Points	225
References	226

Purpose of Certification and Training Program

PART I

The purpose of the World Academy of Safety & Health (WASH) Swim Lesson Instructor (SLI) Curriculum and Certification program is to provide the participant(s) with the confidence, content knowledge, and physical skills to deliver swimming instruction to others. It further provides participants with improved water safety knowledge and skills.

This program offers the flexibility to be able to deliver instruction to learners of all ages and ability levels. There are lessons, activities and presented in this manual to provide guidance to the Swim Lesson Instructor (SLI). The SLI should feel free to supplement these lessons and activities.

This course is not designed to train lifeguards to supervise other lifeguards. In order to provide lifeguard supervision, successful completion of a management or supervisory course is necessary.

All course participants have electronic access (using the student login on lifeguardcertifications.com) to course manuals, course slide presentations, and course skills video clips beginning with class registration and until the expiration date on the WASH certificate.

This manual is divided into Part I Program Administration; Part II Program Overview; Part III Teaching & Learning; Part IV Swim Lesson Programs; Part V Water Awareness and Swim Safety Program; Part VI Swim Lesson Instructor (SLI) Cross-Over; Part VII Appendices.

Swim Lesson Instructor (SLI) S.I Course Objectives

Successful course participants will be able to:

- Demonstrate and explain the purpose of the World Academy of Safety & Health Swim Lesson programs.
- Safely and effectively plan and deliver the World Academy of Safety & Health (WASH) swim lesson programs and courses.
- Teach participants general safety procedures and protocols while in, on, and/or around the water.
- Teach infants and toddlers water survival skills.
- Teach participants of all ages proper swim techniques and strokes (front crawl, backstroke, breaststroke, butterfly).
- Deliver progressive swim lessons in which participants are measured against standardized benchmarks within each program and level.

Swim Lesson Instructor (SLI) S.I Course Prerequisites

- Be at least sixteen (16) years of age.
- Must complete twenty-five (25) yards of each: front crawl, back crawl, breaststroke, elementary backstroke, sidestroke, butterfly.
- Must tread water for one (1) minute.
- Must float on one's back for one (1) minute.
- Dive to a depth of ten (10) feet.
- Sufficient experience and knowledge of water safety, swim lessons, swim concepts, swim strokes, and pedagogy to effectively communicate the content and deliver the swim lessons.

Swim Lesson Instructor (SLI) Course Outline

Topic(s)	Explain the following Content Knowledge	Demonstrate/Practice the following Physical Skills
Pre-Requisites	<ul style="list-style-type: none"> • Verify participant age is at least seventeen (17) • Verify experience level 	<ul style="list-style-type: none"> • Must complete twenty-five (25) yards of each: front crawl, back crawl, breaststroke, sidestroke, butterfly • Must dive to a depth of ten (10) feet • Must tread water for two (2) minutes • Must float on one's back for one (1) minute
Swim Lesson Program Administration	<ul style="list-style-type: none"> • Course Objectives • Certification Policies & Procedures 	
Swim Lesson Program Overview	<ul style="list-style-type: none"> • Three Swim Lesson Programs & Their Levels (Survival, Instructional, Competition) • Certificates of Completion • Swim Lesson Program & Level Benchmarks • Progress Reports • Water Temperatures • Swim Lesson Instructor (SLI) Hierarchy • Program & Instructional Design • Course Requirements • Evaluation of Participants 	
Teaching & Learning	<ul style="list-style-type: none"> • Learning Styles • Hands-On Approach • Motor Skills • Pedagogical Principles & Facilitator Prep • Progressive Skill Building • SMART Goals • Communication Strategies 	
Survival Swim Lessons	<ul style="list-style-type: none"> • Program Objectives • Demonstrate Sample Lesson 	
Instructional Swim Lessons	<ul style="list-style-type: none"> • Program Objectives • Demonstrate Sample Lesson 	
Competition Swim Lessons	<ul style="list-style-type: none"> • Program Objectives • Demonstrate Sample Lesson 	

Swim Lesson Instructor (SLI) S.1 Pre-Requisite Skill Rubric

Skills	Pass	Fail
Front & Back Float	<ul style="list-style-type: none"> • Body prone in the water • Head is back and relaxed • Body is relaxed • Head bobbing is rhythmic and no pinching of the nose • Body prone in the water • Head is back • Head bobbing is choppy 	<ul style="list-style-type: none"> • Performed with the assistance of a floatation device • Performed only with physical assistance
Side Stroke	<ul style="list-style-type: none"> • Body prone and streamlined Smooth, fluid motion • Fluid flutter kick • Body prone in the water • Recognizable flutter kick 	<ul style="list-style-type: none"> • Performed with the assistance of a floatation device • Performed only with physical assistance
Front Crawl	<ul style="list-style-type: none"> • Body prone and streamlined Smooth, fluid motion • Face in the water • Rhythmic breathing • Fluid flutter kick • Elbow out of water first • Arms extend, pull to waist • Body prone in the water • Face in the water on occasion • Rhythmic breathing • Recognizable arm pull • Recognizable flutter kick 	<ul style="list-style-type: none"> • Unrecognizable swim stroke • Swim stroke is performed with the assistance of a floatation device • Swim stroke is performed only with physical assistance
Back Crawl	<ul style="list-style-type: none"> • Body supine and streamlined Thumb exits water, pinkie enters water • Symmetrical arm rotation • Arm pull within shoulders • Fluid flutter kick • Head is neutral • Body supine in the water • Thumb exits water, pinkie enters water • Symmetrical arm rotation • Recognizable flutter kick 	<ul style="list-style-type: none"> • Unrecognizable swim stroke • Swim stroke is performed with the assistance of a floatation device • Swim stroke is performed only with physical assistance
Elementary Backstroke	<ul style="list-style-type: none"> • Body supine in the water • Arms straight out, pull straight and symmetrical • Recovery hands contact with body • Fluid whip kick • Arms and legs synchronized • Body supine in the water • Arm pull is symmetrical • Recovery hands contact with body • recognizable whip kick • Arms and legs synchronized 	<ul style="list-style-type: none"> • Unrecognizable swim stroke • Swim stroke is performed with the assistance of a floatation device • Swim stroke is performed only with physical assistance

Treading Water	<ul style="list-style-type: none"> • Body is vertical • Able to do 2 out of the 3 leg kicks • Arms calmly sculling in the water • Swimmer is calm • Body is vertical • Able to do one type of leg kicks • Recognizable Arms sculling in the water • A little frantic 	<ul style="list-style-type: none"> • Body vertical in the water • Recognizable one type of leg kick • Performed with the assistance of a floatation device • Performed only with physical assistance • Not able to perform this in the deep end at all
Breaststroke	<ul style="list-style-type: none"> • Body prone and streamlined • Arm pull within shoulders • Symmetrical arm pull/ recovery • Rhythmic breathing • Fluid whip kick • Alternate kick and pull • Body prone in the water • Recognizable arm pull • Rhythmic breathing • Recognizable whip kick • Alternate kick and pull 	<ul style="list-style-type: none"> • Swim stroke is performed with the assistance of a floatation device • Swim stroke is performed only with physical assistance

I. Swim Lesson Instructor (SLI) S.1 Initial Certification

In order to earn a World Academy of Safety & Health (WASH) Lifeguarding certificate, participants:

- Meet and successfully complete all physical prerequisite skills as listed on page twelve (12) of this manual.
- Successfully complete the WASH Swim Lesson Instructor (SLI) S.1 course. Or, hold a current, valid, and verifiable swim lesson instructor S.1 authorization (or equivalent) from another nationally or internationally recognized certifying body; submit this certification/authorization/license to WASH; successfully complete the WASH Swim Lesson Instructor Cross-Over course. And, affiliate or align with a WASH Authorized Training Center (ATC).

II. Swim Lesson Instructor (SLI) S.2 Initial Certification

To become a WASH Swim Lesson Instructor S.2, the candidate must:

- Be at least seventeen (17) years of age
- Hold a current and valid WASH Swim Lesson Instructor S.1 Certification
- Sufficient experience and knowledge of water safety, swim lessons, swim concepts, swim strokes, and pedagogy to effectively communicate the content and deliver the swim lessons.
- Successfully complete the WASH Swim Lesson Instructor S.2 Course. Or, hold a current, valid, and verifiable swim lesson instructor S.2 authorization (or equivalent) from another nationally or internationally recognized certifying body; submit this certification/authorization/license to WASH; successfully complete the WASH Swim Lesson Instructor Cross-Over course. And, affiliate or align with a WASH Authorized Training Center (ATC).

III. Certification Period for Swim Lesson Instructor (SLI) Course

Each World Academy of Safety & Health (WASH) Swim Lesson Instructor (SLI) certification will have a validity period of two (2) years from the date of completion. This date as well as the certification expiration date will be shown on the certificate itself.

World Academy of Safety & Health (WASH) reserves the right to suspend, revoke, or otherwise temporarily and/or permanently terminate the validity of any WASH certificate at any time and for any reason. This is at the sole discretion of World Academy of Safety & Health (WASH).

IV. Certification Renewal Requirements for Swim Lesson Instructors (SLI) S.1 & S.2

Instructor S.1 and Instructor S.2 certifications are valid for a period of two (2) years. If one wishes to maintain the validity of the Instructor S.1 and/or Instructor S.2 certification, one must:

- Serve as the Instructor S.1 of record for, at minimum, one WASH swimming lesson session at any program and level during the Instructor S.1 certification validity period.
- Serve as the Instructor S.2 of record for, at minimum, one WASH Swim Lesson Instructor S.1 certification course during the Instructor S.2 certification validity period.
- Successfully complete any and all WASH Instructor S.1 and/or Instructor S.2 updates (online or in-person) that may be published during the certification validity period.
- Remain affiliated or aligned with a WASH Authorized Training Center (ATC).

V. Swim Lesson Instructor (SLI) Cross-Over Course

In order to successfully complete the World Academy of Safety & Health (WASH) Swim Lesson Instructor (SLI) Cross-Over course, participants:

- Must submit a current, valid, and verifiable swim lesson instructor authorization (or equivalent) from another nationally or internationally recognized certifying body.
- Must successfully complete the World Academy of Safety & Health (WASH) Self-Paced Online Cross-Over course
- Must review, in full, the World Academy of Safety & Health (WASH) Swim Lesson Program Manual, quality assurance guidelines and all other relevant program information within the WASH ATC & Instructor online portal
- Complete and sign a *WASH Authorized Instructor Training Center (ATC) contract*.

VI. Requirements for Successful Completion of any Swim Lesson Certificate Course

In order to earn a World Academy of Safety & Health (WASH) Swim Lesson certificate of completion, participants:

- Must be present for all lesson meetings.
- Must meet the course objective for each lesson by successfully demonstrating each required physical skill.
- Meet the benchmarks for the appropriate WASH swim lesson program and level.

VII. Requirements for Successful Completion of any Water Awareness & Swim Safety Certificate Course

In order to earn a World Academy of Safety & Health (WASH) Water Awareness & Swim Safety certificate of completion, participants:

- Must be present for all lesson meetings.
- Must meet the course objective for each lesson by successfully demonstrating each required physical skill and/or demonstrating an understanding of content knowledge.

Certification Policies & Procedures

World Academy of Safety & Health (WASH) Swim Lesson program is delivered in sessions with each session lasting between 30-45 minutes. WASH does not mandate how many lessons should be included in each session, level, and/or program. Participant(s) are moved along in the program only when they meet the required benchmarks (see pages). The WASH Swim Lesson programs that lead to certificate of completion currently include:

Survival Swim Lessons

	Basic Survival	Advanced Survival
Ages	3-36 months	12-36 months
Ratios	I:1	I:4
Purpose	Develop assisted aquatic survival skills – back float; submersion; rollovers (roll-to-breathe)	Develop independent aquatic survival skills – back float; submersion; rollovers (roll-to-breathe); Develop basic front, rear, & side survival strokes
Levels	BS.I: Basic Survival	AS.I: Streamline & Roll & Swim AS.2: Independent Swimming

Competition Swim Lessons

	Splashers	Flippers	Fins
Ages	8 years +	8 years +	15 years +
Ratios	I:8	I:10	I:18
Purpose	Develop an understanding of teamwork & build confidence	Learn the various swim strokes	Improve mental & physical health while increasing confidence & conditioning
Levels			

Instructional Swim Lessons

	Adult	Special Abilities	Inclusive	Lil Tykes	Parent-Child
Ages	17 years+	Adapt existing age & skill level lesson plans	6 years +	3-6 years	3-36 months
Ratios	I:6	I:1	I:6	I:4	I:4
Purpose	Improve swimming knowledge & skills sets		Acclimate to aquatic environment; learn aquatic safety; improve knowledge & skill sets	Acclimate to aquatic environment; learn swim concepts	Acclimate to aquatic environment (parents assist & are in water with infant/toddler)
Levels	AS.1: Custom Lessons	AS.2 Acclimation to Water	AS.3 Survival for Special Abilities	I.1: Intro to Water I.2: Swim Strokes	LT.1: Intro to Water LT.2: Safety Around Water LT.3: Swim Concepts

Certificates of Completion

The skill level of participants should be continuously evaluated during the swim lessons. The WASH swim lesson program does not include a culminating evaluation day at any level of any of the WASH swim lesson programs. Additionally, the WASH swim lesson programs do not place any timeline on a participant’s achievement. Hence, each participant is evaluated independently with his/her progression being measured against the WASH swim lesson benchmarks (see pages 19-21). At no time should any participant be compared to and/or measured against the skill level of any other participant.

Certificates of completion should only be awarded to those participants who, as measured against the appropriate benchmarks, have demonstrated skill progression that warrants the corresponding certificate. Any participant who has not yet met the appropriate benchmarks during a session, should be recommended to resume swim lessons during the next session within the same program level and until such time that the participant does, indeed, meet the benchmarks for that swim lesson level.

PART II

Survival Swim Lesson Benchmarks

Basic	Advanced	
BS.1	AS.1	AS.2
Acclimation to water	Roll face-up and back float unassisted for at least two (2) minutes	Full submersion; roll face-up (roll-to-breathe); back float two (2) minutes all unassisted
Safe Swim Hold		
Safe Entry & Exits with parent(s)		
Breath Holding	Independence from parent(s)	Jumping or falling into the pool from edge with full submersion; roll face-up (roll-to-breathe); back float two (2) minutes
Independence from parent(s)		
Back float assisted	Come to surface from a submersion	Roll face-up; take a breathe; roll face-down; swim to side of pool
Blowing bubbles in water		
Assisted & gentle face & nose submersion	Flutter kicks with forward propulsion	Roll face-up; take a breathe; roll face-down; swim to side of pool
Full assisted submersion		
Front float assisted & unassisted	Roll back & forth between front float & back float unassisted	
Roll face-up on surface & underwater assisted (roll-to-breathe)		
Back float unassisted		

Competition Swim Lesson Benchmarks

Splashers	Flippers	Fins
Acclimation to water	Demonstrate side breathing	Backstroke 30-40 yards
Water entry & exit unassisted	Flutter kick while streamlined with kickboard unassisted 20-30 feet	Freestyle 30-40 yards
Jumping or falling into the pool from edge with full submersion	Swim front stroke 10-15 feet; roll face-down; roll face-up; swim 10-15 feet to wall	Breaststroke 30-40 yards
Back float unassisted 20-30 seconds	Front Crawl unassisted 25 yards	Butterfly 25 yards
Back glide unassisted	Backstroke unassisted 25 yards	Flip Turn unassisted
	Breaststroke 10-15 yards unassisted or assisted	
Elementary backstroke 20-30 feet	Butterfly kick assisted or using kickboard 10-15 yards	
Jumping or falling into the pool from edge with full submersion; roll face-up; back float 20-30 seconds all unassisted	Tread water 1 minute unassisted using legs and arms	
	Flip turn assisted	

Adult & Special Abilities Swim Lesson Benchmarks

Adult		
AS.I: Customized Adult Lessons		
Lesson structure is customized & based upon the current swimming ability/skill level as measured/assessed by the <i>Adult Swim Assessment Form</i>		
Customized & Can Include:		
Swim Concepts	Swim Strokes	Swim Exercise
Back float unassisted 20-30 seconds	Freestyle 25 yards	Freestyle 50 yards
Roll from face-down to face-up & vice-versa	Backstroke 25 yards	Backstroke 50 yards
Any forward stroke 15-20 yards	Breaststroke 15-20 yards	Breaststroke 50 yards
Head-first entry (seated, kneeling, or standing on edge)	Butterfly 10-15 yards	Butterfly 20-30 yards
Any backward stroke 15-20 yards	Demonstrate resting stroke – elementary backstroke 10-15 yards	Combo stroke – 25 yards continuous of each: freestyle, backstroke, butterfly
Demonstrate kicks: flutter, breaststroke, butterfly; egg-beater, scissor, frog	Demonstrate recovery stroke – sidestroke 10-15 yards	Freestyle 25-50 yards & flip turn
Tread water with legs only 1 minute	Head-first entry from starting block (optional)	Backstroke 25-50 yards & flip turn
	Demonstrate side breathing	Breaststroke 25-50 yards & open turn
	Tread water with legs only 2 minutes	Head-first surface dive & retrieve object at bottom of pool

Instructional Swim Lesson Benchmarks

Inclusive		Lil Tykes			Parent-Child	
I.1	I.2	LT.1	LT.2	LT.3	PC.1	PC.2
Swim front stroke 15-25 feet unassisted	Swim freestyle 15-25 yards	Water entry unassisted	Submerge full face unassisted to see bottom of pool	Submerge full face to grab an object under water	Water entry with parent	Water entry assisted
Swim elementary backstroke 15-25 feet unassisted	Swim backstroke 15-25 yards	Blowing bubbles on the surface assisted	Roll face-up unassisted	Elementary backstroke 10-15 feet unassisted	Blowing bubbles on the surface assisted	Blowing bubbles with face submerged assisted
Tread water unassisted for 60-80 seconds	Swim breaststroke 15-25 yards	Place full face in water & blow bubbles	Back float 11-20 seconds with unassisted recovery	Swim front stroke 10-15 feet unassisted	Placing chin in the water	Placing chin in the water & blow bubbles
Dive entry from seated position on edge	Swim sidestroke 15-25 yards	Roll face-up assisted	Back glide 11-15 feet unassisted	Roll unassisted from belly to back & back to belly	Assisted with full support back float	Assisted with one hand supporting head back float
Combination of: 25 feet front crawl; roll from belly to back unassisted; 25 feet elementary back stroke; 1 minute treading water	Swim butterfly 15-25 yards	Back float 8-10 seconds with unassisted recovery	Front float 11-20 seconds with unassisted recovery	Swim 5-10 feet unassisted; float 11-20 seconds unassisted; swim 5-10 feet unassisted	Assisted roll face-up	Assisted roll face-up

Demonstrate butterfly kick	Freestyle flip turn assisted	Back glide 5-10 feet assisted	Front glide 5-10 feet unassisted	Demonstrate flutter kick; scissor kick; frog kick underwater	Grab wall unassisted	Grab wall & crawl out of pool assisted
	Head-first entry from sitting or kneeling position on edge	Front float 8-10 seconds with unassisted recovery	Swim 5-10 feet assisted	Tread water unassisted 30-60 seconds	Front float with chin in water assisted	Front float with chin in water & blow bubbles assisted
		Front glide assisted			Water exit with parent	Water exit assisted
		Water exit unassisted				

Swim Lesson Session Progress Reports

Each participant in any WASH swim lesson program session should, at minimum, receive an end of session progress report (template found in the online portal and in Appendix B). Progress reports should provide which benchmarks still require practice and which program and level the participant should be enrolled in the next session.

It is recommended that each WASH facility/swim lesson instructor (SLI) complete and issue a progress report to each participant at approximately the midway point of the swim lesson program session.

Water Temperature Guidelines

	Survival	Instructional	Competition
Ages	3-36 months	3 months +	8 years +
Water Temperature	89° F (~ 32°C)	84° F (~ 29°C)	84° F (~ 29°C)
Lesson Length	20-30 minutes	30-45 minutes	45 minutes-90 minutes

Instructor-level training courses that lead to certification as:

- Instructor S.1 – permitted to teach the WASH Swim Lessons
- Instructor S.2 – permitted to teach the WASH Swim Lesson Instructor (SLI) S.1 course
- Instructor S.3 – permitted to teach the WASH Swim Lesson Instructor (SLI) S.1 and S.2 courses

World Academy of Safety & Health (WASH) Lifeguard Instructor S.2 courses are delivered by WASH S.3's.

Program Design

Swim Lesson Instructor (SLI) S.1 & S.2 Course Overview:

The WASH Swim Lesson Instructor (SLI) program and courses are intended for individuals who will seek employment as a swim instructor delivering training to individuals and organizations wishing to learn aquatic safety swimming skills. There are several SLI S.1 and S.2 course pre-requisites that can be found in Section I of Policies & Procedures.

The goal of Swim Lesson Instructor (SLI) S.1 course is to develop and equip students with the knowledge, skills, and confidence to deliver swimming instruction to others. It further provides participants with improved water safety knowledge and skills.

The goal of Swim Lesson Instructor (SLI) S.2 course is to develop and equip students with the knowledge, skills, and confidence to deliver the WASH Swim Lesson Instructor (SLI) S.1 course – teaching others about aquatic safety and swim lesson best practices.

Swim Lesson Program & Curriculum Structure:

The World Academy of Safety & Health (WASH) swim lesson program is designed to be delivered in-person for any person wishing to learn water safety, swimming concepts, swim strokes, swim mechanics, and swim endurance. Any person wishing to earn any WASH certificate of completion must successfully meet all benchmarks for the program and level enrolled. The WASH swim lesson program includes:

- Swim Lesson Instructor (SLI)
 - Swim Lesson Instructor S.1
 - Swim Lesson Instructor (SLI) S.2
- Survival Swim Lessons
 - Basic Survival (1 level)
 - Advanced Survival (2 levels)
- Instructional Swim Lessons
 - Adult (1 customized level)
 - Special Abilities
 - Inclusive Swim Lessons (2 levels)
 - Lil Tykes Swim Lessons (3 levels)
 - Parent-Child Swim Lessons (2 levels)
- Competition Swimming
 - Splashers
 - Flippers
 - Fins

Water Awareness & Swim Safety Program:

The World Academy of Safety & Health (WASH) Water Awareness & Safety program includes courses that are designed to be delivered to any person wishing to learn water awareness; water safety and best practices; and swim safety. Any person wishing to earn any WASH certificate of completion must successfully meet all benchmarks for the program and/or course enrolled.

The goal of the WASH Water Awareness and Swim Safety courses and program is to, at a minimum, teach participants water and swim survival skills that will equip them with the knowledge and techniques to use if ever faced with unexpected emergency in, on, or around the water – both pool and open water environments. More specifically, the WASH Water Awareness and Swim Safety courses and program are designed to prepare participants to effectively handle a water-related emergency by presenting information and skills that address personal safety, self-confidence, personal and group responsibility, leadership, decision-making, and accountability.

Participants will develop a better understanding of the risks associated with swimming and other water-related activities. This WASH program will highlight swim skills, a sequence of swim survival skills, and rescue skills.

This program accessible to all populations as it is designed to cross barriers such as socio-economic class; geographic location; physical skills and knowledge; cultural or ethnic backgrounds; and experience levels.

This program is adaptable for school-related programming, courses, and curriculum.

Delivery Methods:

Blended format and full in-person format classes will be offered for all Water Awareness and Swim Safety courses as well as both the Swim Lesson Instructor (SLI) S.1 and S.2 courses. Content will be provided via instructor lecture, instructor-facilitated discussion, small group work, video segments and slide presentations.

The recommended student to instructor ratio is 6:1 for the Swim Lesson Instructor (SLI) courses and 15:1 for all Water awareness and Swim Safety courses.

All swim lesson programs are delivered as in-person sessions.

Instructional Design

The Swim Lesson Instructor (SLI) S.I and S.2 course content in this *Instructor Manual, v.2022* is divided into chapters which are further sub-divided into lessons. Each lesson lists necessary equipment, learning objective(s), and approximate lesson time to complete the lesson. The lesson completion time is approximate and is influenced by factors that may include: number of course participants and/or student to instructor ratio; skill level and/or previous training of the participants; equipment to participants ratio(s); experience of the instructor(s); facility layout and/or restrictions. The content of our course(s) is/are skill-based as opposed to time-based. Each learner, to earn certification, must meet the learning objectives no matter the length of each lesson and/or the time it takes to deliver the course content and test the objectives.

The course materials provided to instructors include instructional manual, student manual, video clips, slide presentations, skill sheets, skills assessment form (SAF), and student authorization request (SAR). WASH expects the course instructor to effectively use these resources to best meet the learning needs of the course participant(s). Given the course(s) is/are skills based, WASH expects that lecture, video clips, and other instructor-led presentations will be limited. The focus should be on developing and practicing hands-on physical skills to ensure participant(s) gain the knowledge and confidence to deliver effective swim lessons to all program participants of any age and ability level.

Instructors should utilize the following steps in delivering course material:

- **Presentation of Course Content Knowledge and Physical Skills.** This can be accomplished using the course slide presentation, video clips, lecture, and instructor-facilitated discussion*.
- **Demonstration of Physical Skills.** The instructor may choose to replay individual video clips of each required physical skill. This should be followed by the instructor demonstrating and verbally explaining how to effectively execute each physical skill while demonstrating the skill on dryland. This is an appropriate time to address participant questions about the physical skills.

When demonstrating the skills, the instructor should: 1.) demonstrate the component parts of each skill; 2.) demonstrate the skill in whole and; 3.) demonstrate, when appropriate, how each skill fits into the overall assessment and care of patient during an emergency. During all demonstrations, the instructor should be verbally explaining how to perform the skill, the purpose of the skill, and the name(s) of each skill and/or skill component*.
- **Participant(s) Practicing of Physical Skills.** Participants will practice each required physical skill while receiving coaching from the instructor. A majority of the lesson and course time should be spent on physical skill development and partner practice.
- **Formal Assessment of Content Knowledge and Physical Skills.** Only after sufficient practice and coaching of the required physical skills, participant(s) will be assessed on a pass/fail basis, using the Skills Assessment Form (SAF), on each required physical skill. Each participant must also complete the written final exam with a score of eighty (80) percent or better to earn certification.

**See Appendix G for additional information and guidance on Teaching & Learning*

Course Requirements

Administrative Tasks:

At least 24 hours prior to the first class meeting for each course:

- the instructor and/or Authorized Training Center (ATC) personnel must confirm the date(s), time(s), location and other logistics with participants.
- the instructor and/or Authorized Training Center (ATC) personnel must ensure all required teaching materials including:
 - appropriate student manuals
 - appropriate instructor manuals
 - audio visual equipment (laptop, projector, speakers, DVD's, projection screen, etc)
 - Course paperwork (SAF & SAR Forms, roster, exams, etc)
 - appropriate course equipment (see Equipment)
- the instructor must review the course outline and instructor manual for the course he/she will be teaching being sure to review and understand the key points, required physical skills, and course objectives.

Facility & Learning Environment:

The pool being used for the physical skills demonstration(s), practice and assessment must:

- have an area that is, at minimum, seven feet deep – if teaching headfirst entries, the pool must be a minimum of nine (9) feet deep.
- have a swimmable area that is, at minimum, twenty-five (25) yards long.
- water temperatures should be, at a minimum, 84° F (~ 29° C) (for more specific information, please water temperature chart on page I2).
- air temperatures should be between 82° and 85° F (~ 27.8°-29.4° C). It is possible to maintain a cooler air temperature of 78° F (~ 25.6°C) for the Adult Instructional and the Warriors level Competition lessons.
- encourage participants (and/or guardians of participants) to bring a change of clothes, towels, and other items to help remain warm such as a rash guard, swim cap, etc.
- have a certified lifeguard on duty at all times when any person enrolled and/or is teaching the course is in the water for any reason. This lifeguard cannot be a course participant or a course instructor.

The classroom being used for the dryland training and delivery of knowledge must:

- be comfortable and distraction-free
- be well-lit
- be climate -controlled
- be well ventilated

Both the pool and classroom facilities must:

- Have sufficient space for the number of course participants and instructors
- Have adequate seating
- Have adequate and appropriate required course equipment
- Have adequate and appropriate required course resources

WASH recognizes and understands, in many cases, instructors must teach in facilities that do not meet the conditions of an ideal learning environment. With that in mind, WASH recognizes and understands instructors will be faced with facility-related challenges. Instructors must anticipate these challenges and plan accordingly, making every effort to make adaptations that make the environment as favorable to performing the physical and learning as possible.

Course & Swim Lesson Safety:

The Swim Lesson Instructor (SLI) and/or Authorized Training Center (ATC) personnel must ensure that both the pool and classroom facilities are free of hazards and will be safe for participants and instructor(s). The Authorized Training Center (ATC) and/or management of the facility being utilized for the course should have an emergency response plan in place and clearly communicated ahead of time to the instructor(s) in case of emergency during the course.

The Instructor should:

- share with participants the location of: restrooms, first aid kit and AED, fire extinguisher, telephone, fire alarm, and exit(s).
- share with participants a signal that will be used by instructors and participants during ALL in-water activities (i.e. 2 taps).
- share with participants any health precautions to limit disease transmission that will be taken during the course.
- ensure any local and state laws regarding youth protection are followed any time a course has a person under the age of 18.

Equipment:

The following is the list of required equipment for the Swim Lesson Instructor (SLI) S.1 and S.2 Courses as well as for any of the WASH swim lesson programs:

- Pool Noodles
- Dive Rings & Other Pool Toys
- Pool Hoops
- Goggles
- Swim Caps
- Inflatable Swim Tubes
- Kickboards
- Life Jackets

Before Classes & Swim Lessons:

- Be familiar with and understand how to effectively utilize equipment, manuals, course content, course resources and other documents.
- Ensure the pool facility will have a lifeguard on duty – the lifeguard cannot be a course participant or an instructor of the class.
- Arrive early. Be sure to give yourself enough time to get organized; set-up; and complete safety inspection of facility space you intend to use.
- Print a class roster with participant's first and last names.

During Classes & Swim Lessons:

- Start on time.
- Review:
 - expectations and goal of the course
 - emergency response plan
 - facility layout
- Stay on track and follow course outline and/or program/level benchmarks.
- Effectively deliver course content and knowledge (using the video clips, slide presentations, lecture, facilitated discussion, and other course resources and tools for SLI courses and benchmarks for swim lesson programs).
- Demonstrate physical skills; allow participants adequate practice of physical skills while offering coaching and feedback; assess physical skills using the Skills Assessment Form (SAF) for each participant.
- Distribute and proctor Final Written Exam (for SLI courses).
- Distribute Course Evaluation Form to each SLI participant, Adult swim lesson participant, and/or parent/guardian of minor swim lesson participant.

After Class:

- Ensure the Skills Assessment Form (SAF) is completed and signed for and by each participant.
- Complete and Submit the Student Authorization Request (SAR) to the Authorized Training Center (ATC) or the World Academy of Safety & Health (WASH) in the 'ATC & Instructor Portal' on the WASH website.
- Ensure all equipment has been properly decontaminated.

Evaluation of Swim Lesson Instructor (SLI) Participants

Formal Evaluation of Required Physical Skills:

Each participant will be evaluated on a pass-fail basis for all required physical skills. Each participant must successfully demonstrate each required physical skill.

If a participant requires correction of physical skills performance, the instructor should do so prior to the formal assessment of the required physical skills. The instructor should approach skill remediation with professionalism, politeness and empathy. Correcting inadequate physical skills should:

- Instructor should be addressing skill inadequacies throughout the course with all participants as a group.
- Instructor should address skill inadequacies throughout the course using one-to-one positive reinforcement and coaching.
- Instructor should address skill inadequacies during class breaks in an effort to bring the participant up to speed.
- Instructor should recommend attending another training course to any participant unable to successfully demonstrate any of the required physical skills.

Informal Evaluation of Content Knowledge:

Informal assessment of each participant's content knowledge and understanding is continuous and takes place throughout the course. This occurs in a variety of forms to include (but may not be limited to) discussion; informal question and answer session(s); demonstration lessons; and small group and partner work and assignments.

Certification:

When a World Academy of Safety & Health (WASH) certificate is issued it signifies that the participant, on the date of completion as listed on the certificate, met all course objectives by successfully demonstrating for the WASH Instructor listed on the certificate:

- an understanding of content knowledge as based upon an informal assessment
- each required physical skill as listed on the Swim Lesson Instructor (SLI) Skills Assessment Form (SAF)

A valid WASH certification card does not guarantee the cardholder's current or future performance. It is the employer's responsibility to verify the cardholder's ability to successfully perform all job duties and responsibilities.

Teaching & Learning

PART III

Addressing Different Learning Styles

Students who enroll in World Academy of Safety & Health (WASH) courses are diverse in many ways as they come from a variety of backgrounds and form a variety of geographic locations across the world. Just as important is the fact that they are also diverse in how they learn, compartmentalize information and process that information.

Instructors should have a working understanding of the different styles and preferences of learning. How one learns differs from one person to the next and, as an instructor, it is necessary to know what the various learning styles are and, more importantly, how to ensure the course is delivered in a manner that is consistent with the World Academy of Safety & Health (WASH) philosophy that all learning styles need to be utilized to keep all participants engaged with the learning opportunities.

Generally speaking, there are four different learning styles:

1. Visual Learners

These people tend to learn by seeing. Students who learn in this manner thrive when content is presented, for example, using graphs, diagrams, and the written word.

2. Auditory Learners

These people tend to learn by hearing. Students who learn in this manner thrive when content is presented, for example, using lecture, listening to classmates explain a concept, or repeating aloud what was told to them.

3. Kinesthetic Learners

These people tend to learn by physical engagement. Students who learn in this manner thrive when they are able to use their hands to engage with the content.

4. Reading/Writing Learners

These people tend to learn by the use of the written word. Students who learn in this manner thrive when content is presented in writing or when asked to read the content. (Malvik 2020).

It is also important to keep in mind that it is rare for a person to learn by just one of these styles. Instead, in most cases, the learner engages with content and learning while using several of the styles. The healthiest and most productive learning takes place in an environment that welcomes participants from every learning style and plans activities in each lesson to target each one of the learning styles.

Keep in mind that most teachers and instructors present material and content in the manner in which they learn best. World Academy of Safety & Health (WASH) instructors should be cognizant of this fact and remain self-aware when teaching – it is crucial that your students are given the best learning environment possible and that can start with learning opportunities and activities that include each of the learning styles.

Hands-On Learning

World Academy of Safety & Health (WASH) believes and promotes a learning environment in which the students and instructor(s) all cooperate with one another to accomplish the goal of learning the content and skills by all students. The philosophy of incorporating hands-on learning is not mutually exclusive to including activities throughout the course to address all learning styles. As a matter of fact, these concepts, by their very nature, are intertwined. For example, when a student is practicing a skill, the other students are watching the skill being performed and listening to the coaching provided by the instructor – hence, this single activity is addressing students in the class who might be visual learners, auditory learners and kinesthetic learners. If the instructor has the students read the technical steps

needed to successfully perform the skill prior to the practice session then the students who learn best by reading have also had their needs met.

Hands-on learning provides students with opportunities to apply content and skills to scenarios presented in the courses as well as to future situations. Students will be asked to take responsibility for their own learning, self-evaluate their progress and learn from the learning process (UC Davis, 2011 and Wurdinger & Carlson, 2010). This process allows the students to develop:

- self-confidence when interacting with the content and skills
- strong horizontal and vertical communication skills
- solid decision-making skills
- problem-solving skills

Integration of hands-on learning into teaching requires deciding what the students should gain from such a learning experience. Once the objective is chosen with the lesson plan and necessary materials complete, the instructor must only facilitate and evaluate the hands-on learning activity.

Motor Skills

A motor skill can be defined as one's body managing its movement. It involves any particular and specific movement(s) of one's body required to execute a certain intended act. Often times, motor skills are divided into two distinct categories – gross motor skills and fine motor skills. Gross motor skills are one's ability to perform daily functions such as walking, running, and swimming. While fine motor skills are one's ability to effectively utilize smaller muscles of the body, in particular the hands, to perform tasks such as eating, writing, and using small hand-held tools like scissors.

Motor skill development in young people is one manner. It is important to recognize and point out that the process of motor skill development in children can be impacted by a variety of factors. Some of these influential factors include genetics, muscle tone and development, overall growth rate, and gender.

Typically, development of motor skills occurs in progressive stages and include specific characteristics at each stage. In most cases, children reach each developmental stage around the same age.

Stages of Motor Skill Development

During an individual's life, motor skill development progresses through seven stages. These are reflexive, rudimentary, fundamental, sports skill, growth and refinement, peak performance, and regression. These stages are closely related to one's age but, not necessarily dependent upon one's age.

The corresponding characteristics of each developmental stage are: improvement, consistency, stability, and persistence and adaptability.

Stages of Motor Learning

Motor learning involves improvement, through practice, of the accuracy of one's muscle movements. As a person's development allows the capability to respond appropriately to their environment, motor learning can become a relatively permanent change – over time and through regular practice, the specific skill or set of skills is acquired and retained.

Cognitive – This phase occurs when the learner is new to a particular task and/or activity. Hence, the learner must dedicate significant cognitive activity to determine the best route or course of action to achieve the desired outcome or goal. The learner will stop using strategies that do not help to achieve the desired outcome. During this phase, considerable progress can be made in a relatively short period of time.

Associative – This phase begins once the learner has determined the best practices and/or most effective strategies to use to achieve the goal. During this phase, the learner will begin to recognize and make progressive changes and improvements in his or her movements – movements will become more consistent and predictable. Learners tend to spend the most time in this phase and, over time, one becomes competent with his or her muscle movements becoming efficient.

Autonomous – This phase may not occur for a learner for several years after he or she begins to learn a skill and/or work toward a specific goal (i.e. starts the cognitive phase). During this phase, the learner rarely needs to think about his or her actions or movements. Instead, he or she is able to perform the activity or action automatically.

During the childhood years, gender can have an impact on motor skill development. Generally speaking, boys perform better when it comes to object control and manipulation. However, there appears to be no developmental differences when it comes to locomotor skills from one gender to the other.

Influences on Development

Growth: Quantitative changes in one's body structure

Maturity: Qualitative changes that help support one's efforts to progress to more advanced levels of functioning. For the most part, this is intrinsic.

Experience: Factors that impact developmental characteristics during the learning process.

Adaptation: Interaction between natural forces within the learner and the learner's environment – nature versus nurture.

- Stress:** The imbalance between the learner’s capability to accomplish the goal or execute the skill and the demands of achieving the goal or skill places on the learner.
- Fatigue:** Fatigue sets in when physical activity while working to achieve a goal or skill continues for a long period of time. This can have a significant impact on one’s ability to continue working toward achieving the goal or skill. For example, the learner can experience a decrease in awareness; slowing down of both reaction times and speed of movement; disruption of timing; and a general disorganization of thought and physical performance. This can be mental and/or physical fatigue.
- Vigilance:** Refers to one’s ability to maintain attention, awareness, and response to outside stimuli over a period of time. Vigilance ensures one’s response to the outside stimuli occurs, is appropriate, and is timely.
- Gender:** Gender has an impact on the motor skill development timeline. For example, girls develop fine motor skills earlier than boys. While boys are practicing object manipulation much sooner when compared to girls of the same age.

Pedagogical Principles & Facilitator Prep

Pedagogical Principles

Pedagogical principles are fundamental truths about the practice of teaching. These principles do not outline or provide any method of content or skill delivery nor do they provide a method of teaching. Instead, these principles are designed to underpin the implementation of a curriculum. In other words, these principles leverage what is known about how people learn and what the brain science research indicates with regard to how people retain information in long-term memory.

World Academy of Safety & Health (WASH) has developed the following pedagogical principles as an indicator of good teaching and learning. These items should not be treated as a checklist when delivering lessons – these items, instead, are the fundamental truths and what underpins the practice of teaching.

- Focus on the purposes of the curriculum
- Challenge the learner(s) to sustain efforts to achieve a goal
- Employ various teaching techniques that address multiple learning styles
- Promote problem solving where appropriate
- Draw on and build upon the learner’s previous experience and knowledge base
- Create authentic and/or real-world contexts
- Utilize informal and formal assessment tools
- Make connections between skills, areas of learning, and the learner’s experience and knowledge
- Encourage learner (if age appropriate) to take responsibility for his or her own learning
- Support social and emotional development as well as positive and healthy relationship building
- Use positive reinforcement

World Academy of Safety & Health (WASH) believes a good instructor, for example, understands that challenging the learner(s) underpins good teaching. But, this knowledge does not tell an instructor whether a learner needs a moment in silent thought, reflection, or time to process information or that challenging the learner in that moment or on that day is not in the best interest of the learner. This comes from a deeper understanding the instructor has for the most effective methods of learning for the specific learner(s) the instructor has in front of them. This, in turn, is informed by the instructor having a clear understanding of how information is retained in one’s long-term memory.

Feedback

Feedback is the response provided to a learner as he or she performs a set of activities to achieve a goal or task – it can be either positive or negative. It is information that the learner usually internalizes and processes as an indicator of his or her level of performance or ability level in achieving the specific goal or task at hand.

There are two general types of feedback a learner receives:

- 1.) **Inherent** – This feedback occurs after completing the activity or skill. It is sensory information that the learner receives and is an indicator of his or her progress toward a specific goal. For example, a person in a swim lesson may know he or she made a mistake if he or she is unable to remain afloat while engaging with a swim stroke. Another example might be a diver who knows he or she made a mistake because, when entering the water, he or she felt pain or the splash was undesirable.
- 2.) **Augmented** – This feedback supplements the inherent feedback. In other words, the instructor may provide verbal feedback in the form of positive reinforcement when the learner properly and efficiently executes a skill in the water. Another example may be when the instructor provides the learner with verbal or written constructive criticism aimed at helping to improve a skill so that the time to mastery of said skill is decreased. Indirectly, this feedback should also increase the learner's overall performance.

Facilitation

A skilled facilitator is able to effectively engage the learners with the content while maintaining a student-centered approach. When facilitating learning, ensure the environment is a safe space for the sharing of information. When comfortable, people are more open to the process of learning.

Behaviors of a good facilitator:

- Acts as a servant-leader teacher – focuses on the success of the students
- Understands the difference between student-centered and teacher or instructor-centered approaches to teaching and learning
- Leads the students to the information
- Asks guiding questions – keeps discussions effective and productive
- Assesses students on application of the skills and information as opposed to memorization of facts
- Creates an inclusive environment
- Effectively and clearly communicates directions
- Joins conversations as a neutral party and elicits student participation
- Makes the process of learning easier
- Link the course objectives to the course activities
- Provides coaching in order to reach a desired outcome for the students

Progressive Skill Building

The process of skill building and development begins with identification of both skill gaps or areas for improvement as well as key competencies (i.e. skills and abilities) of the learner. The instructor then develops a plan to address the gaps and develop the skills within the area(s) in need of improvement.

According to psychiatrist, Milton Erickson, “the process of learning and skill development in any area has four stages: unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence”⁷.

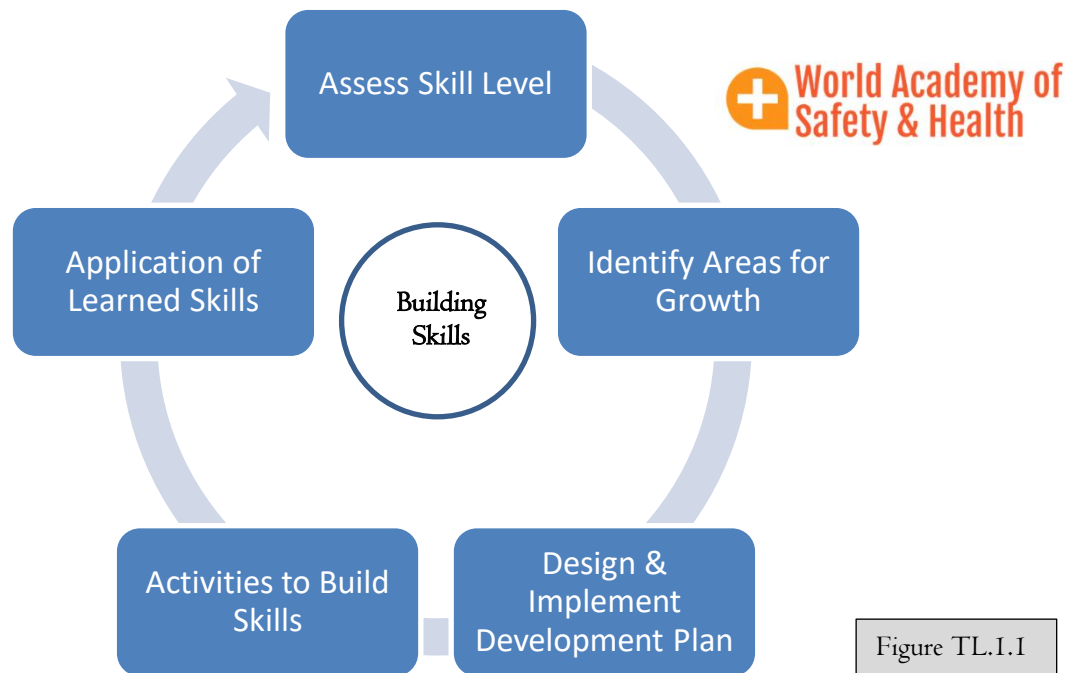
Unconscious Incompetence: As the saying goes, this is when one does not know what he or she does not know. In other words, the individual is clueless about his or her inability and/or lack of skill. Thus, the learner expresses no interest in doing anything differently or engaging in any learning process to correct the skill.

Conscious Incompetence: Eventually, learners move to a point of recognizing his or her own incompetence as it relates to ability or a skill. The learner tends to recognize the value of learning how to execute the skill differently. Thus, the learner is more apt to engage in the necessary practice as outlined by an instructor.

Conscious Competence: The learner has the desire to improve his or her skill level and is willing to practice building and developing the skill(s). At this level of development, the learner must still focus and be intentional about every aspect of learning and practicing.

Unconscious Competence: The learner is now able to perform the skill at such a high level that he or she rarely needs to think about what to do, how to do it, or when to do it. Instead, the learner’s ability to execute the skill is natural.

Progressive skill building is when one learns individual and/or smaller subsets of skills that are part of a larger systemic program of skill development. This type of skill building is most effective when the practice of skills is continually measured and the level of difficulty of the practice or of the skill drills is adjusting according to the learner's present ability specific to each skill or smaller subset of skills.



SMART Goals

The acronym SMART when referring to goals stands for: Specific, Measurable, Achievable, Relevant, and Time-Bound. These parameters are assumed to help one attain better results and provides the learner with a sense of direction. Generally speaking, setting SMART goals allows one to plan out the steps necessary to work toward and achieve a goal or, in our case, develop a skill.

Specific: What needs to be accomplished? What steps must be taken to achieve the goal?

Measurable: One's goal(s) must be quantified so that progress toward the goal(s) can be tracked. Setting up benchmarks along the way is a convenient way to measure progress during the process.

Achievable: One's goal(s) should be realistic and something the person can reasonably expect to achieve.

Relevant: Why is one setting the goal he or she is setting? Is it related to a bigger picture? Is the goal helping one work toward a larger goal or skill?

Time-Bound: In order for progress to be measured, the goal(s) must be achievable within a certain set amount of time.

Effective Communication Strategies

Successful instructing requires a 50:50 ratio of content knowledge to good communication skills. Effective communication has both verbal and non-verbal components. Body language and general demeanor has as much impact on instructor's effectiveness as all of the other verbal skills.

Verbal skills that impact one's ability to effectively communicate and positively impact student learning:

- Speaking clearly, loudly and concisely
- Actively listening
- Speaking in full sentences with well-developed and well-organized thoughts
- Speaking at a pace that allows students time to process the information being shared
- Providing students with positive feedback.
- Establishing a rapport with students through use of your sense of humor

Lesson Plan Design

Warm-Up/Drill: The Swim Lesson Instructor (SLI) can choose to engage participant(s) in an activity that asks him/her/them to call upon prior knowledge to answer questions and/or perform a physical skill(s). The activity should be age and swim lesson program and level appropriate. This is a great way for the SLI to informally assess each participant's knowledge and skill level.

Prior Knowledge/Skill Review: The SLI should briefly review the knowledge gained and skills acquired during the previous lesson. The SLI may choose to present this in any one of multiple ways: informal discussion; informal guided question and answer; demonstration of skills; peer to peer practice.

Introduce New Knowledge/Skill: The introduction of new skills can be approached in one of several ways and the SLI should gauge the overall "personality" of the group along with the experience level of participant(s) as a guide in making a decision as how best to present new skills(s). The SLI can:

- Verbally explain the skill(s)
- Demonstrate the skill(s)
- Allow participant(s) to try the skill as you are verbally explaining it
- Show a brief video clip of the skill being executed
- Explain, demonstrate, re-explain

Practice New Skill: Once the introduction is completed, participant(s) should be provided time to practice the new skill(s). This should be accomplished by first using guided practice followed by peer-to-peer practice (if and when age and lesson/level appropriate). The complexity of the skill and participant(s) experience and skill level are, typically, the determining factors for the amount of practice time required. However, this is not an exact science and the SLI should rely on his/her own assessment of participant progress. The SLI should remember that the "chunking" of material is a

Knowledge/Skill Assessment & Exit Ticket:

Participant practice with SLI feedback are critical components of each lesson and the SLI should make all reasonable efforts to provide feedback during each part of each lesson.

The WASH Swim Lesson Program is progressive in nature. Therefore, the SLI must always remember:

- Skills presented in previous lessons into all future lessons (whether explicitly listed in lesson plan or not)
- The sequence of the presentation of skills is designed to build upon what was previously taught
- No participant should be moved along in the program unless and until the skills at the current category and level are performed to standard
- SLI should freely split lessons in this manual into multiple lesson sessions as needed and should also freely repeat lessons as many times as needed for the participants to become proficient with the skills presented in the lesson
- To provide positive reinforcement and continual verbal praise to participants

Swim Lesson Programs

PART IV

Swim Lesson Program Vocabulary

Acclimation – adjust to the aquatic environment (i.e. feel of water on skin, buoyancy, temperature of water)

Assisted – SLI or parent manually helps the participant accomplish a physical task/skill in the water (i.e. helps turn turn/flip participant over when learning the roll face-up maneuver)

Back Float – person is face-up on surface of the water, remaining buoyant, with the ability to breath normally

Buoyant/Buoyancy – ability to stay floating on water’s surface

Entry – person leaves the beach or pool deck and goes into the pool or open water

Exit – person leaves the pool or open water and returns to dryland (i.e. pool deck, beach, etc)

Front Float – person is face-down on the surface of the water, remaining buoyant, while either holding one’s breathe or exhaling

Lesson Hold – SLI or parent grasps and/or supports the participant under at least one armpit (note: this can be with participant facing toward or away from you) (*see Figures SLI.1 through SLI.6 below*)

Roll to Face-Up – a person is face-down in the water, either on the surface or submerged, and turns oneself to a face-up position so that the mouth and nose face the ceiling r sky and breathing s uninhibited by the water

Safe Swim Hold – participant is on the SLI’s or parent’s hip; one leg draped behind the SLI’s or parent’s hip; other leg draped forward of the SLI’s or parent’s hip; SLI’s or parent’s arm is across and underneath the back of the participant’s upper thighs; participant’s chest against the SLI’s or parent’s chest (*see Figures SLI.7 through SLI.9 below*)

Submersion – placing a portion of one’s body underneath the water’s surface

Supported – SLI or parent places one or two open hands on participant’s back, chest, or head depending in what position the participant requires assistance to remain afloat and/or accomplish a physical skill/task in the water



Figure SLI.1



Figure SLI.2



Figure SLI.3



Figure SLI.4



Figure SLI.5



Figure SLI.6

EXAMPLES OF LESSON HOLDS



EXAMPLES OF SAFE SWIM HOLD



Figure SLI.7

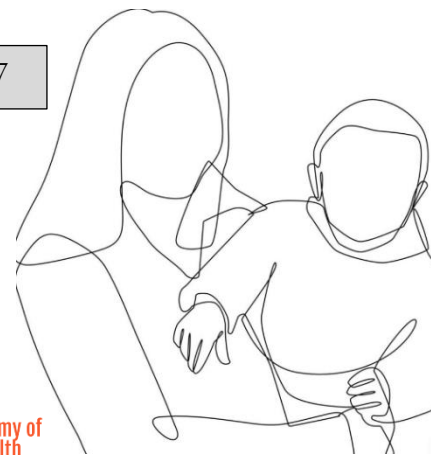


Figure SLI.8



Figure SLI.9



IMPORTANT NOTE:

ANY TIME THE SLI IS WORKING ONE-ON-ONE WITH A SWIM LESSON PARTICIPANT DURING SURVIVAL, PARENT-CHILD OR LIL TYKES LESSONS AND THERE ARE OTHERS IN THE LESSON EACH OF THE OTHER PARTICIPANTS MUST EITHER BE IN A SAFE SWIM HOLD WITH A PARENT OR (IF HE/SHE IS INDEPENDENT) IN A SWIM TUBE OR LIFEJACKET WITH PARENT SUPERVISION

Swim Lesson Program In-Water Body Positioning



Figure SLI.10

Position #	Position Name & Description
1	Front Float
2	Back Float
3	Modified Front Float
4	Tuck
5	Freestyle Stroke – a.) arm stroke b.) rhythmic breathing
6	Dive Retrieval
7	Streamline Underwater
8	Float-Assisted Front Float or Float-Assisted Flutter Kicking
9	Streamline with Flutter Kick
10	Backstroke with Flutter Kick
11	Float Assisted Freestyle Stroke Practice
12	Streamline Front Float
13	Streamline Back Float
14	Entry Preparation
15	Feet-First Entry or Feet-First-Dive
16	Head-First Entry or Head-First Dive
17	Front Streamline with Flutter Kick & Back Streamline with Flutter Kick

Survival Swim Lesson Program

Survival Swim Lesson Program Objectives

- Develop an independence from parent(s) while in the water.
- Develop a level of comfort and relaxation while in the water.
- Safely and effectively ensure the participant(s) is not fearful of the water.
- Teach participants to roll face-up (roll-to-breathe), to back float, to front float, to resurface after submersion, to roll face-up and back float, to roll face-up and swim to safety.
- Teach participants general safety procedures and protocols while in, on, and/or around the water.
- Teach infants and toddlers water survival skills.

Survival Swim Lesson Program Overview

The basis of the World Academy of Safety & Health (WASH) Survival Swim Lesson program is repetition during each session. Though brain science research and pedagogical principles are pillars of all WASH swim lesson programs, there is an intentional and deliberate focus on specific stages of learning during the WASH survival swim lessons.

It is absolutely necessary for each participant to be able to become comfortable, confident, and skillful in the water is that he or she can move unassisted in the water and, more importantly, are able to save themselves using the skills acquired during these lessons. Unconscious competence (see *Progressive Skill Building* the section in *Part III*, page 32) is the goal for each participant in the WASH survival swim lesson program. Though learning new skills and progressing through a natural skills continuum is a component of any swim lesson program, World Academy of Safety & Health (WASH) believes that the possible lifesaving benefits of mastery of the survival lesson skills far outweigh other pedagogical principles or learning concepts. Thus, the WASH survival swim lessons will consistently require the child to practice the same routines and motions so that they develop muscle memory and mastery and are, therefore, equipped with the instincts to know what to do when they hit the water.

Each of the three stages of the WASH Survival Swim Lesson program are broken down into 25-minute lessons and is designed to be delivered in eight (8) week sessions with one lesson per week being delivered. That said, the WASH swim lesson program is designed to be flexible and adaptable to each ATC/instructor's/client's needs – for any number of reasons, one may choose to “break-down” the pre-designed lessons into small lessons and/or chunks. One must ensure that all benchmarks for the program and level are met and that each topic/skill/content knowledge as listed throughout this manual are met.

Participants should not be advanced from one level to the next of he/she has yet to meet the benchmarks. Instead, he/she should repeat any level in which benchmarks have yet to be met.

Basic Survival Swim Lessons

Basic survival swim lessons are designed for both the infant/toddler and the parent(s). As the child is acclimating to the aquatic environment and learning not to be fearful of the water, the parent(s) are in the water with the child working in cooperation with the instructor to eliminate any fear the child has toward the water. These lessons will reach a point in which it becomes necessary as the next natural learning and developmental stage within the session progression to submerge the child. He instructor should be aware that there will likely be crying from the child and, at minimum, an uneasiness within the parent(s).

It is important for the instructor to prepare the parents for this stage of the program – often times and depending upon the child's age, the parental reaction has a great influence on the child's reaction. If the instructor is able to effectively prepare the parents, the entire session can be much less stressful for all involved.

Parent(s) are also experiencing and learning valuable safety skills during these lessons. The WASH Survival Swim Lesson program includes having the parent(s) in the water with the child, therefore, lends itself to the parent(s) learning what to do in the case of a water-related emergency as well as how to practice with the child at home.

Basic Survival Swim Lesson Plans:

One Level

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Acclimation, Breath Holding & Safe Swim Holds		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> Edge of pool with feet & toes in the water (<i>see Figure SLI.11</i>) Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>) & Entry	<ul style="list-style-type: none"> Demonstrate Safe Swim Hold & allow parent(s) to practice on the pool deck <p>Based on age, entry can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant down the stairs into the pool SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.12 & SLI.13</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest 	All participants at once in a circle with parent(s) in the pool	
Breath Holding	<ul style="list-style-type: none"> Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice Practice pouring a cup of water over the participants' heads 	All participants at once in a circle with parent(s)	
Exits	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant up the stairs onto the deck SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.12 & SLI.13</i>) 	All participants at once with parent(s)	

ALWAYS VERBALLY PRAISE THE PARTICIPANTS

****REMEMBER TO REQUIRE SWIM DIAPERS****



Figure SLI.11



Figure SLI.12



Figure SLI.13

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Separate from Parent(s) & Back Float		BASIC SURVIVAL	
Equipment	Delivery	Set-Up & Timing	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> • Edge of pool with feet & toes in the water • Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Entry	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant down the stairs into the pool • SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool • While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.12 & SLI.13</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest • While using the Safe Swim Hold, bounce up and down in the water with the participant – you should sing a song while performing this action (<i>see page 200 for Sample Songs</i>) 	All participants at once – in a circle	
Breath Holding	<ul style="list-style-type: none"> • Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice • Gently blow into the participant's mouth and/or nose to elicit a breath holding response • Pour a cup of water over the participants' heads 	All participants at once in a circle with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • Prepare parent(s) for possibility of child crying during this process • SLI uses Safe Swim Hold & sings a song (see page 200 for a list of examples) to participant while continuing water acclimation 	<ul style="list-style-type: none"> • One participant at a time • 3-4 minutes per participant 	

<p>Back Float (<i>see Figures SLI.14 through SLI.19</i>)</p>	<p>Introduce floating:</p> <ul style="list-style-type: none"> • SLI fully supports participant from underneath his/her back • Participant lays back of head on top pool stair (not pictured) or similar in pool item (i.e. pool noodle, kickboard) to acclimate to the back floating position • OPTIONAL: back float while wearing a lifejacket (<i>see Figure SLI.15</i>) • SLI supports participant head while participant moves arms out to the sides of his/her body (<i>see Figure SLI.17</i>) • SLI supports participant under center of back with one or two hands (based on participant need) • Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back 	<p>All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)</p>
<p>Exits</p>	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant up the stairs onto the deck • SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck • Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.12 & SLI.13</i>) 	<p>All participants at once with parent(s)</p>

1



Figure SLI.14 – use of noodle under the back & both armpits while SLI supports participant's head

2



Figure SLI.15 – OPTIONAL use of lifejacket to teach basic back float & acclimate to the necessary in-water position

3



Figure SLI.16 – SLI supports participant head while participant moves arms out to the sides of his/her body

4



Figure SLI.17 – SLI support the participant by placing hands underneath participant's shoulders or further down the arms toward the elbows (based upon participant's comfort and skill level)

5



Figure SLI.18 – SLI supports participant under center of back with one or two hands (based on participant need)

6



Figure SLI.19 – Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Back Float & Bubbles		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-4 minutes per participant	
Back Float (<i>see Figure SLI.20</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles (<i>see Figure SLI.21</i>)	<ul style="list-style-type: none"> • Submerge nose and mouth • Partially submerge mouth and blow bubbles • Submerge nose and mouth and blow bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.20



Figure SLI.21

LESSON FOUR	SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Submersion	BASIC SURVIVAL	
Equipment	Delivery	Set-Up
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 		
Skills, Knowledge & Activity(s)		
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-4 minutes per participant
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Bubbles (<i>see Figure SLI.21</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Submersion (<i>see Figure SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • Gently blow into participant's mouth and nose to elicit breath holding response • Progressively bounce up and down with the child dunking him/her to: <ul style="list-style-type: none"> • Shoulders • Chin • Mouth • Nose • Mouth & Nose • Full Face • Fully Underwater (submerged) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)



Figure SLI.22



Figure SLI.23

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Float		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-5 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	Steps to Learn Front Float: <ul style="list-style-type: none"> • Hold Breath • Submerge mouth & nose (face) • Relax • Float & Get into a Chair (sitting position) • Blow Bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use "Motorboat" game on page 203	
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.24

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up on Surface		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-6 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • * See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use “Motorboat” game on page 203	
Roll Face-Up on Surface (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<p>SLI stands in water at top of participant’s head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.23</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2,3.....eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant’s “comfortable” side and encourage and allow him/her to roll to that side/in that direction • Support the participant’s head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	

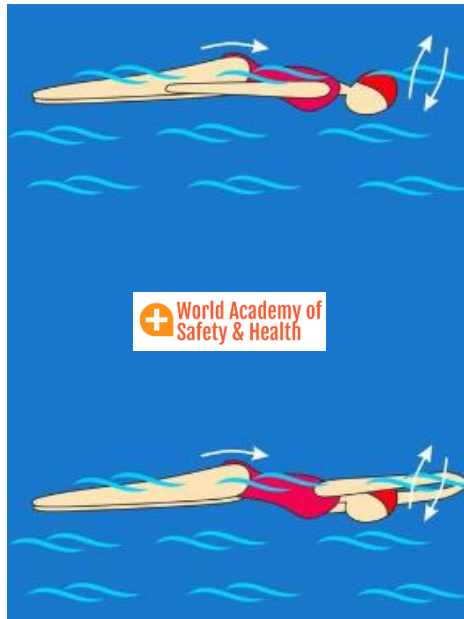


Figure SLI.25

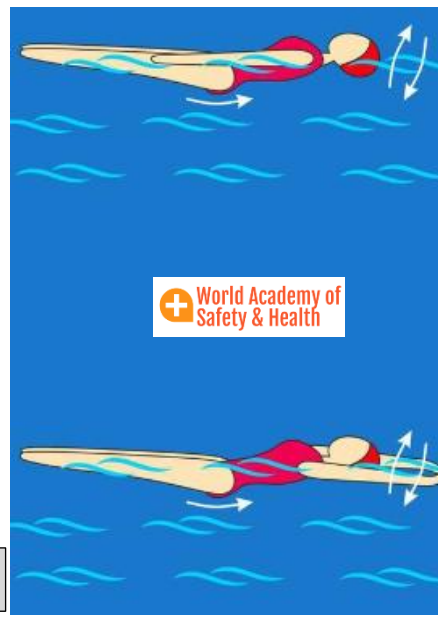


Figure SLI.26



Figure SLI.27

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up Submerged		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Basic Survival Lesson #2 	One participant at a time 3-7 minutes per participant	
Back Float	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> * See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up Underwater (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<p>SLI stands in water at top of participant's head:</p> <ul style="list-style-type: none"> Participant engages in Front Float (<i>see Figure SLI.24</i>) Place one hand in center of back & other in center of chest Provide participant with a verbal cue (i.e. 1, 2, 3...eyes to the sky) Using your hands, manually roll the participant face-up Figure out the participant's "comfortable" side and encourage and allow him/her to roll to that side/in that direction Support the participant's head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		BASIC SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-8 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6 & #7 • Participant should Roll Face-Up independently & unassisted • Participant should Back Float, independently and unassisted, after rolling face-up as he/she waits for help 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	

Advanced Survival Swim Lessons

Two Levels: I Streamline & Roll & Swim and II Independent Swimming

Level I Streamline & Roll & Swim

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-9 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-10 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Sit on edge of pool & extend straight legs with toes pointed forward • Perform small kicking motions with “Baby Splashes” • Straight legs with a slight bend in knees created by the force of the water with each kicking motion • Grasp the wall with both hands in the “Super Hero” position (extended straight legs & toes pointed) • Move legs up and down (kicking motion initiated from hip) trying to create a “Baby Splashes” without sinking • Kicking motion should be fast and continuous • Place face in water and blow bubbles • Held/supported by the SLI in the “Super Hero” position and move legs up and down to create “Baby Splashes” • Grasp noodle or kickboard in the “Super Hero” position and move legs up and down to create “Baby Splashes” 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant’s hip</p> <p>Use “Motorboat” game from page 203</p> <p>Use the “Pancakes” Game from page 201</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)



Figure SLI.28

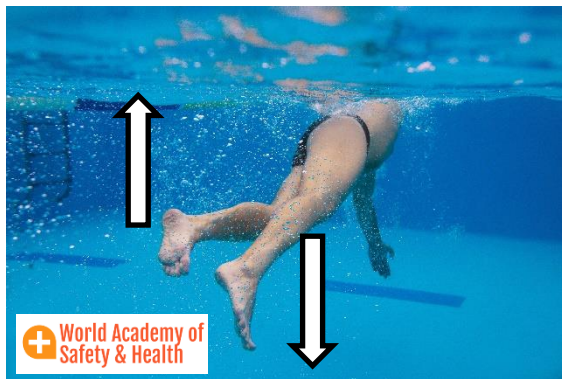


Figure SLI.29

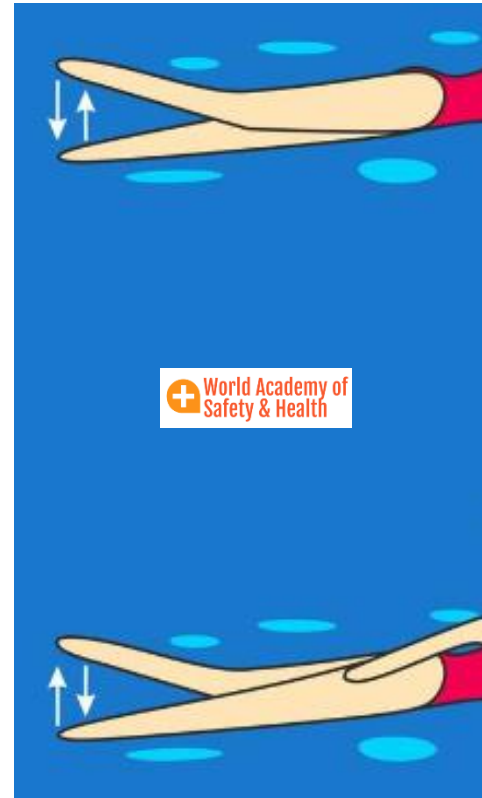


Figure SLI.30

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking with Forward Propulsion		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-11 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks with Forward Propulsion (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 <p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Grasp noodle or kickboard & front float • Immediately begin flutter kicking (legs straight, toes pointed, motion from hips) • Roll face-up; back floats; & begins flutter kicking to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game form page 201</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Roll Back & Forth – Face-Up/Face-Down		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-12 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>



Figure SLI.31



Figure SLI.32

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Roll & Swim		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Basic Survival Lesson #2 	One participant at a time 3-13 minutes per participant	
Back Float	<ul style="list-style-type: none"> See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> See Basic Survival Lesson # 6, #7 & #8 Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

Level II: Independent Swimming

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Independent Swimming – Arm Movement		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-14 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Advanced Survival Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<p>SLI should instruct participant to:</p> <ul style="list-style-type: none"> • Close fingers & cup hands • SLI manually moves the participant's arms & hands in the proper motion • Reach in front of himself/herself to grab a handful of water with alternating arms (one at a time) • Bring the in his/her hands back to chest (SLI demonstrates what happens to water if fingers open) • Use "Spear" arm/hand movement when reaching in front (<i>see Figures SLI.32A & SLI.32B</i>) • Entire arm/hand should be underwater <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • SLI grasps the participant with both hands at the waist to provide support while participant practices the proper arm movement <p>Participant progresses to grasp noodle or kickboard in front of himself or herself and then to reaching without a floatation aid for the SLI in front of him/her</p>	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" game from page 201</p> <p>SLI demonstrates and allows participant practice in the pool deck to start</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>



Figure SLI.32A



Figure SLI.32B

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Independent Swimming – Combine Flutter Kick & Arm Paddle/Movement ADVANCED SURVIVAL			
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-15 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Advanced Survival Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Advanced Survival Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Combine Flutter Kick & Arm Movement	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands • Participant begins to engage with proper arm movement • Participant begins to flutter kick while continuously maintaining the arm movement • SLI gradually release grasp on participant's waist 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Independent Swimming Putting it All Together		ADVANCED SURVIVAL	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Basic Survival Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Basic Survival Lesson #2 	One participant at a time 3-16 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Basic Survival Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Basic Survival Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Advanced Survival Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Advanced Survival Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Advanced Survival Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Putting it All Together	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands <p>Participant:</p> <ul style="list-style-type: none"> • Begins to engage with front float • Holds breath • Places face in water and blows bubbles • Begins to use arm movement/paddle • Begins to flutter kick while continuously maintaining the arm movement • Gradually released from grasp of SLI • Swims to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Basic Survival Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

Instructional Swim Lesson Program

OBJECTIVE(S): 1.) Acclimate to the aquatic environment; 2.) Assisted Back Float and Glide; 3.) Full Submersion; 4.) Develop Independence in the Water.

Instructional Swim Lesson Outline

Level	Topic(s)	Explain the following Content Knowledge & Demonstrate/Practice the following Physical Skills	
Parent-Child			
PC.1	Introduction to Water	<ul style="list-style-type: none"> Playing in Water from Pool's Edge <ul style="list-style-type: none"> Kicking Toys Splashing 	
PC.1	Safety Around Water	<ul style="list-style-type: none"> Parent Lifts Child into Water Parent Lifts Child Out of Water 	
Lil Tykes			
LT.1	Introduction to Water	<ul style="list-style-type: none"> Parent & Instructor Demonstrate Blowing Bubbles at Water's Surface Parent & Instructor Demonstrate Blowing Bubbles While Mouth & Nose are Submerged 	<ul style="list-style-type: none"> Parent & Instructor Demonstrate Full Face Submersion (mouth, nose, eyes, ears) Parent & Instructor Demonstrate Playing Underwater
LT.2	Safety Around Water	<ul style="list-style-type: none"> Instructor Demonstrates Floating on Back Instructor Demonstrates Gliding on Back 	
LT.3	Swim Concepts	<ul style="list-style-type: none"> Introduce submersion of face (including mouth, nose, eyes, ears) 	
Inclusive			
I.1	Putting it Together	<ul style="list-style-type: none"> Front crawl Intermediate front crawl arm movement Intermediate flutter kick 	<ul style="list-style-type: none"> Breath control & rhythmic breathing Treading water Dive entry
I.2	Stroke Development	<ul style="list-style-type: none"> Basic Breaststroke Basic Back Crawl Basic Butterfly 	<ul style="list-style-type: none"> Basic Sidestroke Treading Water
Adult			
A.1	Swim Concepts, Strokes & Exercise	<ul style="list-style-type: none"> Blowing bubbles & submersions Front & back floats Front & back glides Flutter kicks 	<ul style="list-style-type: none"> Front crawl arm movement Breath control & rhythmic breathing Treading water Front crawl Dive entry

These classes are designed for infants and toddlers with the parent(s) in the water with the child. In many cases, these courses are the child's first experience in the water. The instructor and the parent(s) should expect to child play in the water with a lot of splashing, singing, and self-driven and self-paced exploration in and of the water.

Parent-Child Swim Lessons

These lessons are designed for ages three (3) months through thirty-six (36) months and for parents and children who be in the water together during the lesson. Ideally, the water depth should be, at most, to the shortest parent’s waist – all parents should be able to easily walk throughout the pool.

Level One – Introduction to the Water

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Acclimation, Breath Holding & Safe Swim Holds		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> Edge of pool with feet & toes in the water (<i>see Figure SLI.33</i>) Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>) & Entry	<ul style="list-style-type: none"> Demonstrate Safe Swim Hold & allow parent(s) to practice on the pool deck <p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant down the stairs into the pool SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.34 & SLI.35</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> Participant is on the SLI’s or parent’s hip; one leg draped behind the SLI’s or parent’s hip; other leg draped forward of the SLI’s or parent’s hip; SLI’s or parent’s arm is across and underneath the back of the participant’s upper thighs; participant’s chest against the SLI’s or parent’s chest 	All participants at once in a circle with parent(s) in the pool	
Breath Holding	<ul style="list-style-type: none"> Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice Practice pouring a cup of water over the participants’ heads 	All participants at once in a circle with parent(s)	
Exits	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant up the stairs onto the deck SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.34 & SLI.35</i>) 	All participants at once with parent(s)	

ALWAYS VERBALLY PRAISE THE PARTICIPANTS

****REMEMBER TO REQUIRE SWIM DIAPERS****



Figure SLI.33



Figure SLI.34



Figure SLI.35

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Separate from Parent(s) & Back Float		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up & Timing	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> • Edge of pool with feet & toes in the water • Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Entry	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant down the stairs into the pool • SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool • While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.34 & SLI.35</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest • While using the Safe Swim Hold, bounce up and down in the water with the participant – you should sing a song while performing this action (<i>see page 200 for Sample Songs</i>) 	All participants at once – in a circle	
Breath Holding	<ul style="list-style-type: none"> • Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice • Gently blow into the participant's mouth and/or nose to elicit a breath holding response • Pour a cup of water over the participants' heads 	All participants at once in a circle with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • Prepare parent(s) for possibility of child crying during this process • SLI uses Safe Swim Hold & sings a song (see page 200 for a list of examples) to participant while continuing water acclimation 	<ul style="list-style-type: none"> • One participant at a time • 3-4 minutes per participant 	

<p>Back Float (<i>see Figures SLI.36 through SLI.41</i>)</p>	<p>Introduce floating:</p> <ul style="list-style-type: none"> • SLI fully supports participant from underneath his/her back • Participant lays back of head on top pool stair (not pictured) or similar in pool item (i.e. pool noodle, kickboard) to acclimate to the back floating position • OPTIONAL: back float while wearing a lifejacket (<i>see Figure SLI.37</i>) • SLI supports participant head while participant moves arms out to the sides of his/her body (<i>see Figure SLI.39</i>) • SLI supports participant under center of back with one or two hands (based on participant need) • Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back 	<p>All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)</p>
<p>Exits</p>	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant up the stairs onto the deck • SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck • Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.34 & SLI.35</i>) 	<p>All participants at once with parent(s)</p>

1



Figure SLI.36 – use of noodle under the back & both armpits while SLI supports participant's head

2



Figure SLI.37 – OPTIONAL use of lifejacket to teach basic back float & acclimate to the necessary in-water position

3



Figure SLI.38 – SLI supports participant head while participant moves arms out to the sides of his/her body

4



Figure SLI.39 – SLI support the participant by placing hands underneath participant's shoulders or further down the arms toward the elbows (based upon participant's comfort and skill level)

5



Figure SLI.40 – SLI supports participant under center of back with one or two hands (based on participant need)

6



Figure SLI.41 – Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Back Float & Bubbles		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Parent-Child Lesson #2 	One participant at a time 3-4 minutes per participant	
Back Float (<i>see Figure SLI.42</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles (<i>see Figure SLI.43</i>)	<ul style="list-style-type: none"> Submerge nose and mouth Partially submerge mouth and blow bubbles Submerge nose and mouth and blow bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Exits	<ul style="list-style-type: none"> Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.42



Figure SLI.43

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Submersion		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-17 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles (<i>see Figure SLI.43</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Submersion (<i>see Figure SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • Gently blow into participant's mouth and nose to elicit breath holding response • Progressively bounce up and down with the child dunking him/her to: <ul style="list-style-type: none"> • Shoulders • Chin • Mouth • Nose • Mouth & Nose • Full Face • Fully Underwater (submerged) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.44



Figure SLI.45

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Float		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-18 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	Steps to Learn Front Float: <ul style="list-style-type: none"> • Hold Breath • Submerge mouth & nose (face) • Relax • Float & Get into a Chair (sitting position) • Blow Bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use "Motorboat" game on page 200	
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.46

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up on Surface		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-19 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use “Motorboat” game on page 200	
Roll Face-Up on Surface (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<p>SLI stands in water at top of participant’s head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.46</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2,3.....eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant’s “comfortable” side and encourage and allow him/her to roll to that side/in that direction • Support the participant’s head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	

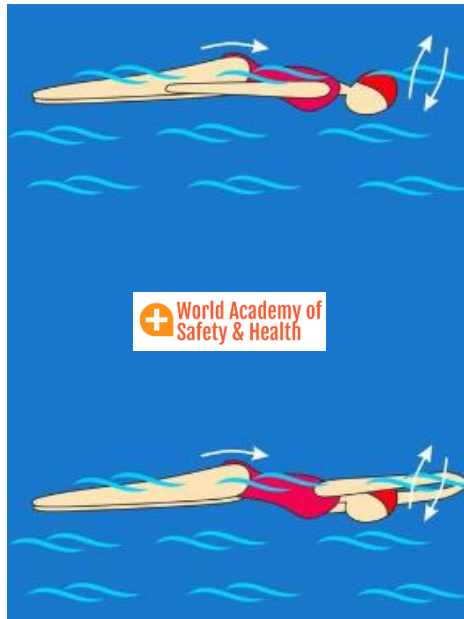


Figure SLI.47

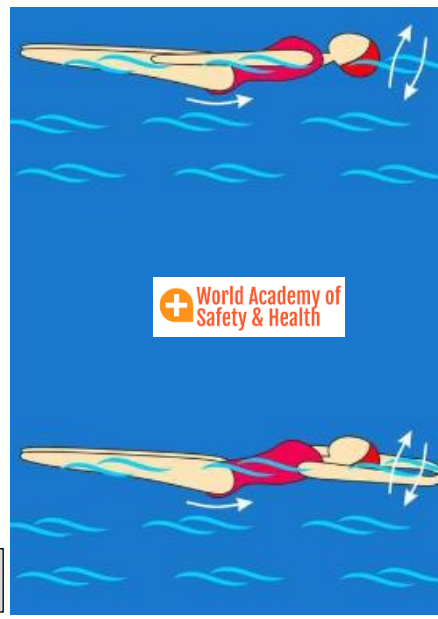


Figure SLI.48



Figure SLI.49

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up Submerged		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-20 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up Underwater (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<p>SLI stands in water at top of participant's head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.46</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2, 3...eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant's "comfortable" side and encourage and allow him/her to roll to that side/in that direction • Support the participant's head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		PARENT-CHILD LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-21 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6 & #7 • Participant should Roll Face-Up independently & unassisted • Participant should Back Float, independently and unassisted, after rolling face-up as he/she waits for help 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	

Level Two - Safety Around Water

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Parent-Child Lesson #2 	One participant at a time 3-22 minutes per participant	
Back Float	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> See Parent-Child Lesson # 6, #7 & #8 Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-23 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50, SLI.51 & SLI.52</i>)	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Sit on edge of pool & extend straight legs with toes pointed forward • Perform small kicking motions with “Baby Splashes” • Straight legs with a slight bend in knees created by the force of the water with each kicking motion • Grasp the wall with both hands in the “Super Hero” position (extended straight legs & toes pointed) • Move legs up and down (kicking motion initiated from hip) trying to create a “Baby Splashes” without sinking • Kicking motion should be fast and continuous • Place face in water and blow bubbles • Held/supported by the SLI in the “Super Hero” position and move legs up and down to create “Baby Splashes” • Grasp noodle or kickboard in the “Super Hero” position and move legs up and down to create “Baby Splashes” 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant’s hip</p> <p>Use “Motorboat” game from page 203</p> <p>Use the “Pancakes” Game from page 201</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)



Figure SLI.50

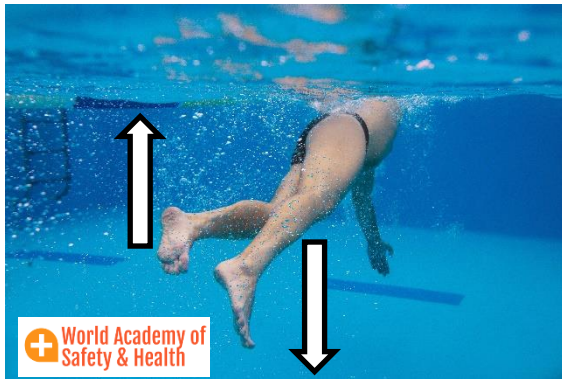


Figure SLI.51

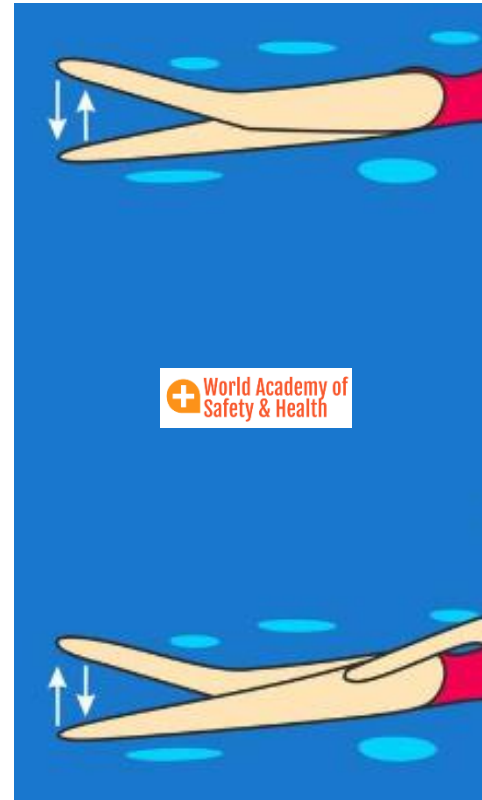


Figure SLI.52

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking with Forward Propulsion		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-24 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks with Forward Propulsion (<i>see Figures SLI.50, SLI.51 & SLI.52</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 <p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Grasp noodle or kickboard & front float • Immediately begin flutter kicking (legs straight, toes pointed, motion from hips) • Roll face-up; back floats; & begins flutter kicking to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game form page 201</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Roll Back & Forth – Face-Up/Face-Down		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-25 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50, SLI.51 & SLI.52</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down (<i>see Figure SLI.53</i>)	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>



Figure SLI.53

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Roll & Swim		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-26 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50, SLI.51 & SLI.52</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Independent Swimming		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-27 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43, SLI.44 & SLI.45</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47, SLI.48 & SLI.49</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50, SLI.51 & SLI.52</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<p>SLI should instruct participant to:</p> <ul style="list-style-type: none"> • Close fingers & cup hands • SLI manually moves the participant's arms & hands in the proper motion • Reach in front of himself/herself to grab a handful of water with alternating arms one at a time (<i>see Figure SLI.32C</i>) • Bring the in his/her hands back to chest (SLI demonstrates what happens to water if fingers open) • Use "Spear" arm/hand movement when reaching in front (<i>see Figures SLI.32A, SLI.32B</i>) • Entire arm/hand should be underwater <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • SLI grasps the participant with both hands at the waist to provide support while participant practices the proper arm movement <p>Participant progresses to grasp noodle or kickboard in front of himself or herself and then to reaching without a floatation aid for the SLI in front of him/her</p>	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use "Pancakes" game from page 204</p> <p>SLI demonstrates and allows participant practice in the pool deck to start</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>



Figure SLI.32A



Figure SLI.32B



Figure SLI.32C

LESSON SEVEN			SESSION SEVEN			TIME: 25 MINUTES		
TOPIC(S): Independent Swimming – Combine Flutter Kick & Arm Paddle/Movement								
PARENT-CHILD LEVEL TWO								
Equipment			Delivery			Set-Up		
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 								
Skills, Knowledge & Activity(s)								
Entry			<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 			All participants at once with parent(s)		
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)			<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 			All participants at once with parent(s)		
Separate from Parent(s)			<ul style="list-style-type: none"> • See Parent-Child Lesson #2 			One participant at a time 3-28 minutes per participant		
Back Float			<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 			All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)		
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)			<ul style="list-style-type: none"> • See Parent-Child Lesson #3 			All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)		
Front Float (<i>see Figure SLI.24</i>)			<ul style="list-style-type: none"> • See Parent-Child Lesson #5 			All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)		
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)			<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 			One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged		

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Combine Flutter Kick & Arm Movement	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands • Participant begins to engage with proper arm movement • Participant begins to flutter kick while continuously maintaining the arm movement • SLI gradually release grasp on participant's waist 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Independent Swimming Putting it All Together		PARENT-CHILD LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Parent-Child Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Parent-Child Lesson #2 	One participant at a time 3-29 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.21, SLI.22 & SLI.23</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.24</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.25, SLI.26 & SLI.27</i>)	<ul style="list-style-type: none"> • See Parent-Child Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.28, SLI.29 & SLI.30</i>)	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Parent-Child Level Two Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Putting it All Together	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands <p>Participant:</p> <ul style="list-style-type: none"> • Begins to engage with front float • Holds breath • Places face in water and blows bubbles • Begins to use arm movement/paddle • Begins to flutter kick while continuously maintaining the arm movement • Gradually released from grasp of SLI • Swims to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Parent-Child Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

Lil Tykes Swim Lessons

These lessons are designed for ages two (2) years through six (6) years and for children who are independent in the water and do not require parent(s) to be in the pool during the lesson. Ideally, the water depth should be, at most, to the shortest participant's waist – all participants should be able to easily walk, play, and stand without being concerned about water being in or on one's face.

Level One – Introduction to the Water

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Acclimation, Breath Holding & Safe Swim Holds		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> Edge of pool with feet & toes in the water (<i>see Figure SLI.33</i>) Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>) & Entry	<ul style="list-style-type: none"> Demonstrate Safe Swim Hold & allow parent(s) to practice on the pool deck <p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant down the stairs into the pool SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.34T & SLI.35T</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest 	All participants at once in a circle with parent(s) in the pool	
Breath Holding	<ul style="list-style-type: none"> Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice Practice pouring a cup of water over the participants' heads 	All participants at once in a circle with parent(s)	
Exits	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> Parent uses Safe Swim Hold to carry participant up the stairs onto the deck SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.34T & SLI.35T</i>) 	All participants at once with parent(s)	

ALWAYS VERBALLY PRAISE THE PARTICIPANTS

****REMEMBER TO REQUIRE SWIM DIAPERS****



Figure SLI.34T



Figure SLI.35T

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Separate from Parent(s) & Back Float		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up & Timing	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> • Edge of pool with feet & toes in the water • Progressively stronger kicking & splashing 	All participants at once with parent(s)	
Entry	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant down the stairs into the pool • SLI or parent grasps both wrists of the participant (who is standing on pool deck facing the water) and lifts the participant into the pool • While on the deck, the parent grasps the participant under each armpit and hands participant to the SLI in the water (<i>see Figures SLI.34T & SLI.35T</i>) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest • While using the Safe Swim Hold, bounce up and down in the water with the participant – you should sing a song while performing this action (<i>see page 200 for Sample Songs</i>) 	All participants at once – in a circle	
Breath Holding	<ul style="list-style-type: none"> • Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice • Gently blow into the participant's mouth and/or nose to elicit a breath holding response • Pour a cup of water over the participants' heads 	All participants at once in a circle with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • Prepare parent(s) for possibility of child crying during this process • SLI uses Safe Swim Hold & sings a song (see page 200 for a list of examples) to participant while continuing water acclimation 	<ul style="list-style-type: none"> • One participant at a time • 3-4 minutes per participant 	

<p>Back Float (<i>see Figures SLI.36T through SLI.41T</i>)</p>	<p>Introduce floating:</p> <ul style="list-style-type: none"> • SLI fully supports participant from underneath his/her back • Participant lays back of head on top pool stair (not pictured) or similar in pool item (i.e. pool noodle, kickboard) to acclimate to the back floating position • OPTIONAL: back float while wearing a lifejacket (<i>see Figure SLI.37T</i>) • SLI supports participant head while participant moves arms out to the sides of his/her body (<i>see Figure SLI.39T</i>) • SLI supports participant under center of back with one or two hands (based on participant need) • Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back 	<p>All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)</p>
<p>Exits</p>	<p>Based on age, this can occur in one of three ways:</p> <ul style="list-style-type: none"> • Parent uses Safe Swim Hold to carry participant up the stairs onto the deck • SLI or parent grasps both wrists of the participant (who is standing in pool deck facing the wall) and lifts the participant onto the deck • Parent exits the pool, SLI the participant under each armpit and hands participant to the parent on the deck (<i>see Figures SLI.34T & SLI.35T</i>) 	<p>All participants at once with parent(s)</p>

1



Figure SLI.36T – use of noodle under the back & both armpits while SLI supports participant's head

2



Figure SLI.37T – OPTIONAL use of lifejacket to teach basic back float & acclimate to the necessary in-water position

3



Figure SLI.38T – SLI supports participant head while participant moves arms out to the sides of his/her body

4



Figure SLI.39T – SLI support the participant by placing hands underneath participant's shoulders or further down the arms toward the elbows (based upon participant's comfort and skill level)

5



Figure SLI.40T – SLI supports participant under center of back with one or two hands (based on participant need)

6



Figure SLI.41T – Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Back Float & Bubbles		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-4 minutes per participant	
Back Float (<i>see Figure SLI.42T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles (<i>see Figure SLI.43T</i>)	<ul style="list-style-type: none"> • Submerge nose and mouth • Partially submerge mouth and blow bubbles • Submerge nose and mouth and blow bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.42T



Figure SLI.43T

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Submersion		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time 3-30 minutes per participant	
Back Float	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles (<i>see Figure SLI.43T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Submersion (<i>see Figure SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> Gently blow into participant's mouth and nose to elicit breath holding response Progressively bounce up and down with the child dunking him/her to: <ul style="list-style-type: none"> Shoulders Chin Mouth Nose Mouth & Nose Full Face Fully Underwater (submerged) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Exits	<ul style="list-style-type: none"> Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.44T



Figure SLI.45T

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Float		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-31 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	Steps to Learn Front Float: <ul style="list-style-type: none"> • Hold Breath • Submerge mouth & nose (face) • Relax • Float & Get into a Chair (sitting position) • Blow Bubbles 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use "Motorboat" game on page 200	
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	



Figure SLI.46T

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up on Surface		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-32 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Use “Motorboat” game on page 200	
Roll Face-Up on Surface (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<p>SLI stands in water at top of participant’s head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.46T</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2,3.....eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant’s “comfortable” side and encourage and allow him/her to roll to that side/in that direction • Support the participant’s head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	

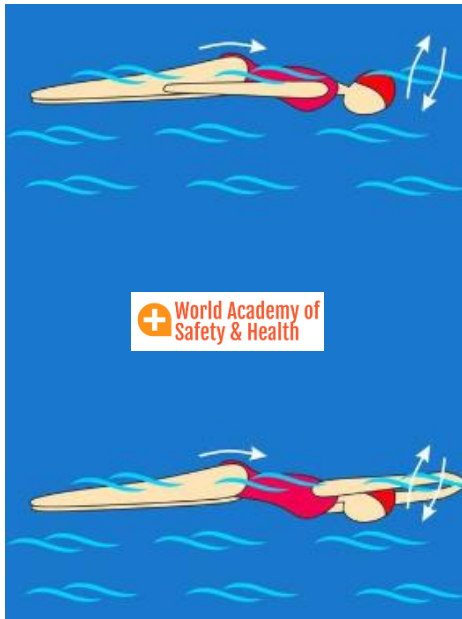


Figure SLI.47T

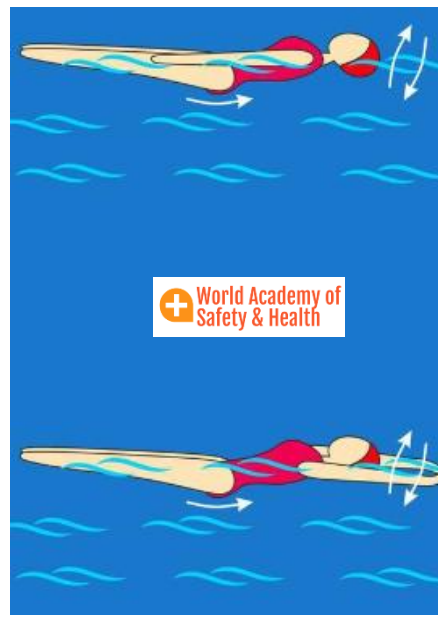


Figure SLI.48T



Figure SLI.49T

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up Submerged		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-33 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up Underwater (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<p>SLI stands in water at top of participant's head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.46T</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2, 3.....eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant's "comfortable" side and encourage and allow him/her to roll to that side/in that direction • Support the participant's head/shoulders during the back float (as needed) 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position	
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		LIL TYKES LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-34 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6 & #7 • Participant should Roll Face-Up independently & unassisted • Participant should Back Float, independently and unassisted, after rolling face-up as he/she waits for help 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	

Level Two - Safety Around Water

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time 3-35 minutes per participant	
Back Float	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson # 6, #7 & #8 Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-36 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T & SLI.52T</i>)	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Sit on edge of pool & extend straight legs with toes pointed forward • Perform small kicking motions with “Baby Splashes” • Straight legs with a slight bend in knees created by the force of the water with each kicking motion • Grasp the wall with both hands in the “Super Hero” position (extended straight legs & toes pointed) • Move legs up and down (kicking motion initiated from hip) trying to create a “Baby Splashes” without sinking • Kicking motion should be fast and continuous • Place face in water and blow bubbles • Held/supported by the SLI in the “Super Hero” position and move legs up and down to create “Baby Splashes” • Grasp noodle or kickboard in the “Super Hero” position and move legs up and down to create “Baby Splashes” 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant’s hip</p> <p>Use “Motorboat” game from page 203</p> <p>Use the “Pancakes” Game from page 201</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)



Figure SLI.50T

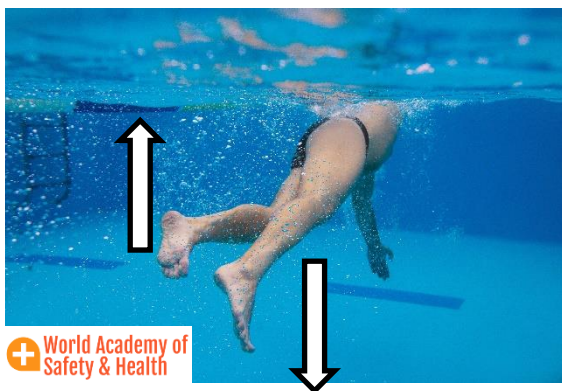


Figure SLI.51T



Figure SLI.52T

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Flutter Kicking with Forward Propulsion		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-37 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks with Forward Propulsion (<i>see Figures SLL50T, SLL51T & SLL52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 <p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Grasp noodle or kickboard & front float • Immediately begin flutter kicking (legs straight, toes pointed, motion from hips) • Roll face-up; back floats; & begins flutter kicking to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Wall Grab	<ul style="list-style-type: none"> • Demonstrate to the participant how to grasp the pool wall and hold on • Allow participant to practice 	One participant at a time with SLI
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Roll Back & Forth – Face-Up/Face-Down		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-38 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T & SLI.52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down (<i>see Figure SLI.53T</i>)	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)



Figure SLI.53T

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Roll & Swim		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-39 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T & SLI.52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p>
Roll Between Face-Up & Face-Down	<p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> • Hold breath • Start face-up in the water & back floating • Roll face-down & hold the float for few seconds; roll face-up and hold the float for a few seconds • Repeat the above steps with participant starting face-down in the water 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON SIX	SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Independent Swimming		LIL TYKES LEVEL TWO
Equipment	Delivery	Set-Up
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 		
Skills, Knowledge & Activity(s)		
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-40 minutes per participant
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T9 & SLI.52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<p>SLI should instruct participant to:</p> <ul style="list-style-type: none"> • Close fingers & cup hands • SLI manually moves the participant's arms & hands in the proper motion • Reach in front of himself/herself to grab a handful of water with alternating arms one at a time (<i>see Figure SLI.32S</i>) • Bring the in his/her hands back to chest (SLI demonstrates what happens to water if fingers open) • Use "Spear" arm/hand movement when reaching in front (<i>see Figures SLI.32T & SLI.32R</i>) • Entire arm/hand should be underwater <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • SLI grasps the participant with both hands at the waist to provide support while participant practices the proper arm movement <p>Participant progresses to grasp noodle or kickboard in front of himself or herself and then to reaching without a floatation aid for the SLI in front of him/her</p>	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use "Pancakes" game from page 204</p> <p>SLI demonstrates and allows participant practice in the pool deck to start</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>



Figure SLI.32T



Figure SLI.32R



Figure SLI.32S

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Independent Swimming – Combine Flutter Kick & Arm Paddle/Movement LIL TYKES LEVEL TWO			
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-41 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T & SLI.52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Combine Flutter Kick & Arm Movement	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands • Participant begins to engage with proper arm movement • Participant begins to flutter kick while continuously maintaining the arm movement • SLI gradually release grasp on participant's waist 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Independent Swimming Putting it All Together		LIL TYKES LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once with parent(s)	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s)	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time 3-42 minutes per participant	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once with parent(s) OR One participant at a time with SLI (if independent from parent)	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6, #7 & #8 • Participant should be able to Back Float independently and unassisted for, at minimum, two (2) minutes 	One participant at a time with SLI (need to be independent from parent) Participant should start in the face-down position with face submerged or with body fully submerged	

Flutter Kicks (<i>see Figures SLI.50T, SLI.51T & SLI.52T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #2 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>All steps take place in the pool</p> <p>Kicking motion should be initiated at the participant's hip</p> <p>Use "Motorboat" game from page 203</p> <p>Use the "Pancakes" Game from page 201</p>
Roll Between Face-Up & Face-Down	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #5 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>If the participant struggles with rolling from face-down to face-up and floating because his/her body continues to move into a "sitting" position when face-up, explain to the participant that he/she should extend legs and push his/her belly button as far toward the sky as possible</p>
Arm Movement	<ul style="list-style-type: none"> • See Lil Tykes Level Two Lesson #6 	<p>One participant at a time with SLI (need to be independent from parent)</p> <p>Use the "Pancakes" Game from page 201</p>
Putting it All Together	<ul style="list-style-type: none"> • SLI starts by supporting the participant by grasping waist with two hands <p>Participant:</p> <ul style="list-style-type: none"> • Begins to engage with front float • Holds breath • Places face in water and blows bubbles • Begins to use arm movement/paddle • Begins to flutter kick while continuously maintaining the arm movement • Gradually released from grasp of SLI • Swims to side of pool 	<p>One participant at a time with SLI (need to be independent from parent)</p>
Exits	<ul style="list-style-type: none"> • Review & practice (see Lil Tykes Lesson #1 & #2) 	<p>All participants at once with parent(s)</p>

Level Three - Swim Concepts

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Breath Control		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<p>Hold breath:</p> <ul style="list-style-type: none"> Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her – practice Practice pouring a cup of water over the participants’ heads <p>Blow bubbles:</p> <ul style="list-style-type: none"> Submerge nose and mouth Partially submerge mouth and blow bubbles Submerge nose and mouth and blow bubbles <p>Full face submersion:</p> <ul style="list-style-type: none"> Gently blow into participant’s mouth and nose to elicit breath holding response Progressively bounce up and down with the child dunking him/her to: <ul style="list-style-type: none"> Shoulders Chin Mouth Nose Mouth & Nose Full Face <p>Fully Underwater (submerged)</p>	One participant at a time with SLI	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Back Glide		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Back Glide	<p>Participant:</p> <ul style="list-style-type: none"> Faces and grasps the pool wall with two hands & feet/toes under the water against the pool wall Leans back into the water with head tilting into the water so that the face and eyes point to the sky Pushes off the pool wall with feet and releases hand grasp from the pool wall Leans onto his/her back Pushes stomach up and to the sky Fully extends legs & points toes Begins to flutter kick Arms to side 	<p>One participant at a time with SLI</p> <p><i>See Figures SLI.54T & SLI.55T</i></p> <p>Back glide using flotation aid under waist to learn the feel of the movement and positioning (<i>See Figure SLI.55X</i>)</p>	

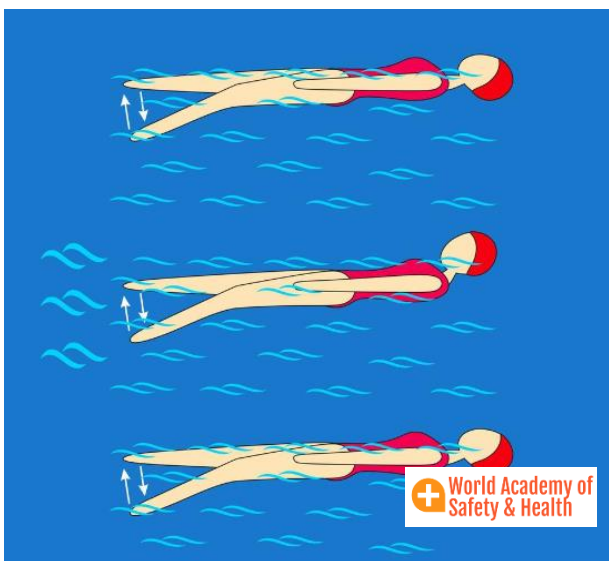


Figure SLI.54T

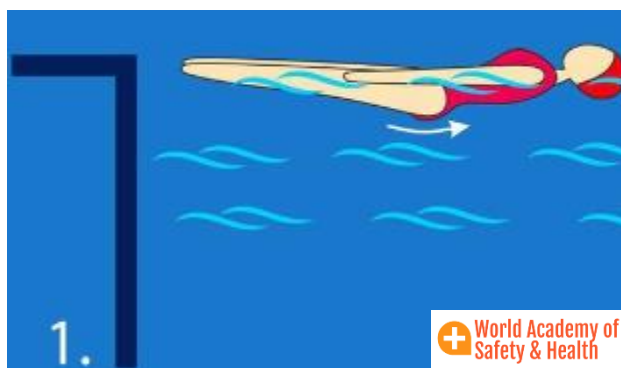


Figure SLI.55T

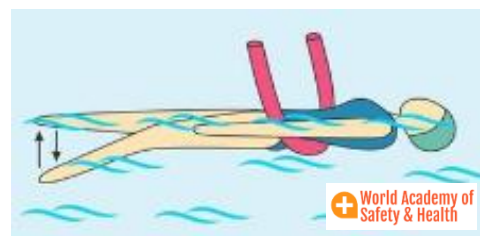


Figure SLI.55X

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Streamlining on Back		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Back Glide	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #2 	One participant at a time with SLI	
Streamlining on Back	<ul style="list-style-type: none"> Demonstrate and verbally explain the streamline position on one's back Practice holding the back streamline position with a kickboard as a flotation aid (<i>see Figure SLI.56T</i>) and using flutter kick for propulsion across the pool <p>Participant should (<i>see Figures SLI.57T & SLI.58T</i>):</p> <ul style="list-style-type: none"> Overlap wrists/hands with thumb hooked in Biceps pushed against the ears Shoulders bent so that they are in a straight line with the rest of the torso and legs Do not arch lower back – hold resting position of lower back Head in line with torso and legs; face/eyes pointed to the sky Legs tight together and fully extended with no knee bend Toes pointed <p>Participant can start in a back float position with arms extended above the head (<i>see Figure SLI.59T</i>) and then flutter kick to gain propulsion (<i>see Figure SLI.60T</i>) while moving into a full back streamline position (<i>see Figures SLI.57T & SLI.58T</i>)</p>	One participant at a time with SLI	



Figure SLI.56T



Figure SLI.57T



Figure SLI.58T



Figure SLI.60T



Figure SLI.59T

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Swim on Back		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Back Glide	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #2 	One participant at a time with SLI	
Streamlining on Back	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #3 	One participant at a time with SLI	
Back Crawl Arm Movement (<i>see Figures SLI.60X & SLI.61X</i>)	Participant should: <ul style="list-style-type: none"> Stand in the water Move arms independently & one at a time Thumb must come out of the water followed by the pinky finger re-entering the water first Fingers closed & hands cupped Slight to no bend in the elbows Reach behind head with one arm as high as possible while the other arm is down to the side 	One participant at a time with SLI SLI should manually manipulate the participant's arms and hands to simulate and demonstrate the proper arm movement for the back crawl	
Putting it All Together	<ul style="list-style-type: none"> Back Glide with flutter kick Streamlined body position Back crawl arm movement 	One participant at a time with SLI	



Figure SLI.60X

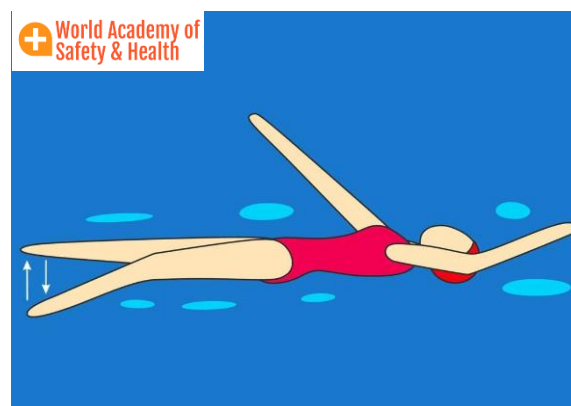


Figure SLI.61X

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Glide		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Front Glide	<p>Participant:</p> <ul style="list-style-type: none"> Faces pool and grasps the pool wall with one hand (by turning to one side) & feet/toes under the water against the pool wall Leans forward into the water with head/face in the water so that the face and eyes point to the bottom of the pool Blows bubbles & pushes off the pool wall with feet and releases hand grasp from the pool wall Leans onto his/her stomach Fully extends legs & points toes Begins to flutter kick Arms to side 	<p>One participant at a time with SLI</p> <p><i>See Figures SLI.61T, SLI.62T & SLI.63T</i></p> <p>Back glide using flotation ad under waist to learn the feel of the movement and positioning (<i>See Figure SLI.62X</i>)</p>	

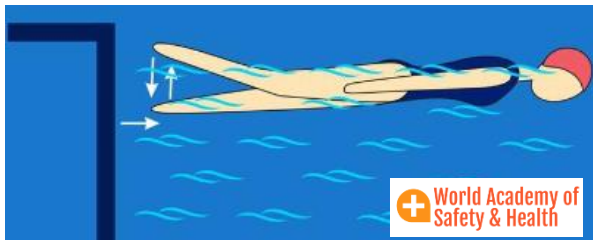


Figure SLI.61T



Figure SLI.62T

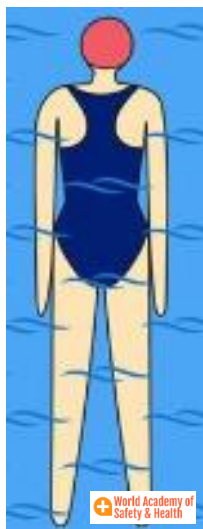


Figure SLI.63T



Figure SLI.62X

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Front Streamlining		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Kickboards • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> • See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Front Streamlining	<ul style="list-style-type: none"> • Demonstrate and verbally explain the streamline position on one's stomach (front) • Practice holding the front streamline position with a kickboard as a flotation aid and using flutter kick for propulsion across the pool <p>Participant should (<i>see Figures SLI.64T & SLI.66T</i>):</p> <ul style="list-style-type: none"> • Overlap wrists/hands with thumb hooked in • Biceps pushed against the ears • Shoulders bent so that they are in a straight line with the rest of the torso and legs • Do not arch lower back upward – hold resting position of lower back • Head in line with torso and legs; face/eyes pointed to the bottom of pool with face in the water and blowing bubbles • Legs tight together and fully extended with no knee bend • Toes pointed <p>Participant can start in a front float position with arms extended above the head and then flutter kick to gain propulsion (<i>see Figure SLI.65T</i>) while moving into a full front streamline position (<i>see Figures SLI.66T</i>)</p>	One participant at a time with SLI	

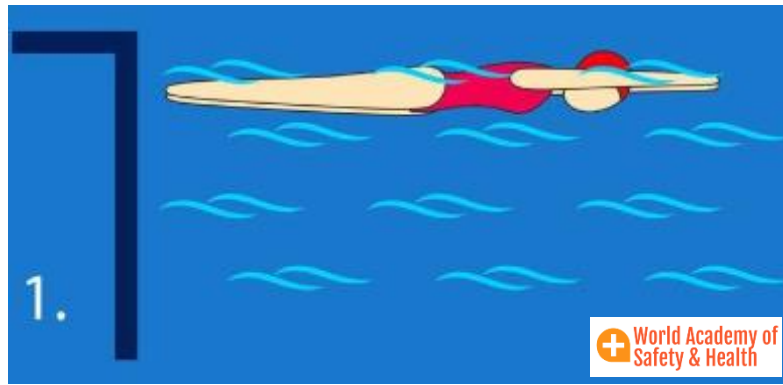


Figure SLI.64T



Figure SLI.65T

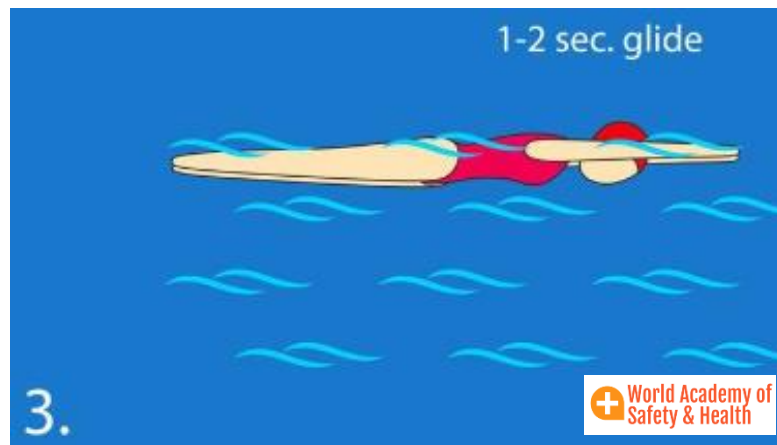


Figure SLI.66T

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Swim on Front		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Kickboards • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> • Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> • See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Front Glide	<ul style="list-style-type: none"> • See Lil Tykes Level Three Lesson #5 	One participant at a time with SLI	
Streamlining on Front	<ul style="list-style-type: none"> • See Lil Tykes Level Three Lesson #6 	One participant at a time with SLI	
Front Crawl Arm Movement	<p>Participant should:</p> <ul style="list-style-type: none"> • Stand in the water • Push/Pull: lay hands in front & flat on water's surface; using "spear" motion, insert one arm into the water and pull the water toward him/her; once the hand pulls the water to the body, immediately push the water behind himself/herself • As the next arm repeats the motion described above, the other arm should exit the water and reach for the sky prior to re-entering the water • Move arms independently & one at a time • Pinky finger must come out of the water followed by the index finger re-entering the water first • Fingers closed & hands cupped • Face in the water blowing bubbles 	<p>One participant at a time with SLI</p> <p>SLI should manually manipulate the participant's arms and hands to simulate and demonstrate the proper arm movement for the front crawl (<i>see Figure SLI.68T</i>)</p> <p>SLI should manually manipulate the participant's arms and hands to simulate and demonstrate the proper arm movement for the front crawl using a kickboard out in front to help understand the motion of "grabbing" the water (<i>see Figure SLI.67T</i>)</p> <p>SLI should describe the arm motion as a giant windmill action</p>	
Putting it All Together	<ul style="list-style-type: none"> • Front Glide with flutter kick • Streamlined body position • Front crawl arm movement 	One participant at a time with SLI	



Figure SLI.67T



Figure SLI.68T



Figure SLI.69T

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Putting It All Together		LIL TYKES LEVEL THREE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Review and practice (see Lil Tykes Lesson #1 & #2) 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Separate from Parent(s)	<ul style="list-style-type: none"> See Lil Tykes Lesson #2 	One participant at a time	
Breath Control	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #1 	One participant at a time with SLI	
Front Glide	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #5 	One participant at a time with SLI	
Streamlining on Front	<ul style="list-style-type: none"> See Lil Tykes Level Three Lesson #6 	One participant at a time with SLI	
Putting it All Together	Participant should: <ul style="list-style-type: none"> Back crawl Roll to face-down Front Crawl with face in the water while blowing bubbles and using flutter kick 	One participant at a time with SLI	

Inclusive Swim Lessons

These lessons are designed for ages six (6) years and up. They are designed for children who are independent in the water and do not require parent(s) to be in the pool during the lesson.

Level One - Intermediate Swimming

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Intermediate Gliding		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Entry	<ul style="list-style-type: none"> Exit using the stairs, steps, climbing the wall, using the ramp and using handrail as needed (with adult assistance as needed) 	All participants at one time	
Gliding Review	<ul style="list-style-type: none"> Utilize/practice the back & front glide skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review back & front glide skills & techniques from Lil Tykes	
Side Glide (<i>see Figures SLI.100D, SLI.100E & SLI.100F</i>)	Participant should: <ul style="list-style-type: none"> Stand in waist deep water in the streamline position with just one arm while moving one's body into a side stance (see Figure SLI.) Lower the body into the water sideways so that one arm is extended in front and the other is on the water's surface and at his/her side Position himself/herself against the pool wall, both feet against the pool wall, one arm (that is at the side) grasps the pool wall, the other arm remains extended in front (and away from pool wall) Push of pool wall with both feet Immediately streamline so that legs are tightly together and stacked with one near the water's surface and the other is submerged, toes pointed, head tilted into the water so that ne ear is submerged and the other faces the sky, one arm nearest to the water's surface is to the side and the other is extended in front n a streamline position, the shoulder nearest the water's surface is poking out of the water and the other is closer to the bottom of the pool and submerged 	One participant at a time with SLI SLI reminds participants to maintain streamlined body position with arms to side and the other extended in front Participant should practice the back glide until he/she is able to: <ul style="list-style-type: none"> Transition from SLI support to using a kickboard out in front of himself/herself Transition to using no flotation aid to perform side glide 	
Exits	<ul style="list-style-type: none"> Exit using the stairs, steps, climbing the wall, using the ramp and using handrail as needed (with adult assistance as needed) 	All participants at one time	



Figure SLI.100D

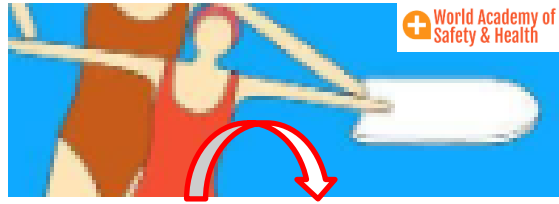


Figure SLI.100E



Figure SLI.100F

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Intermediate Front Crawl Arm Movement		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement (<i>see Figure SLI.100G</i>)	Participant should: <ul style="list-style-type: none"> Stand in waist deep water Rotate arms independently and one at a time near your sides in the motion of a giant windmill Fingers together and hands cupped Bend knees and lean into the water so that your chest is horizontal in the water Place face in water and blow bubbles Practice the “windmill” with straight arms and pull the water back to you 	One participant at a time with SLI	



Figure SLI.100G

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Intermediate Flutter Kick		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick (<i>see Figures SLL.I01A & SLL.I01B</i>)	Participant should: <ul style="list-style-type: none"> Stand in waist deep water Rotate arms independently and one at a time near your sides in the motion of a giant windmill Fingers together and hands cupped Bend knees and lean into the water so that your chest is horizontal in the water Place face in water and blow bubbles Practice the “windmill” with straight arms and pull the water back to you 	One participant at a time with SLI	



Figure SLL.I01A

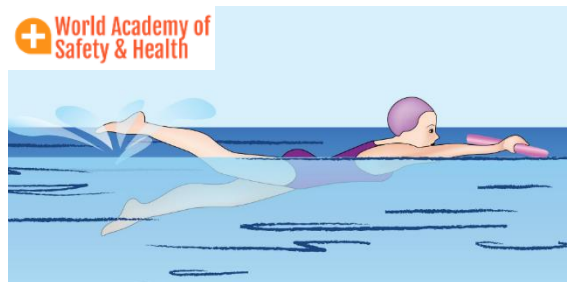


Figure SLL.I01B

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Breath Control		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control (<i>see Figures SLI.I02A & SLI.I02B</i>)	Participant should: <ul style="list-style-type: none"> Bob up and down in the water between submerged and being on the water's surface While bobbing, practice blowing bubbles while submerged and taking a breath when at/above the surface Stand in the "Side Glide" position in waist deep water (see Adult Lesson #3) Turn head to place face in the water with face pointing to the bottom of the pool & blow bubbles Rotate head back to the side (opposite of extended arm) and above the water's surface but keeping side of face and ear submerged & take a breath Repeat this breathing practice but changing which arm is extended and, thus, which side the face/head is pointing Repeat the breathing practice with the front crawl arm movement (windmill motion) added. Practice this with the face resurfacing on one side and then switch the sides and practice Figure out how many arm strokes can be taken prior to needing the face to resurface to breath 	One participant at a time with SLI	

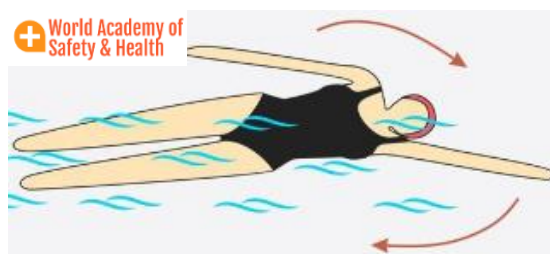


Figure SLI.I02A



Figure SLI.I02B

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Intermediate Front Crawl		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	<p>One participant at a time with SLI</p> <p>SLI must review front crawl skills & techniques from Lil Tykes</p>	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl (<i>see Figures SLL.102C & SLL.102D</i>)	<p>Stage 1:</p> <ul style="list-style-type: none"> Assume front glide position on the pool wall Push off the pool wall and into a front glide (with streamlined body position) with arms fully extended on front of body and grasping a kickboard Begin using the flutter kick Use the dominant hand to pull down not the water and then push the water behind you – keep opposite hand extended in front of the body & grasping the kickboard Rotate face/head to the opposite side of the extended arm to take a breath Return the face/head to the face down position to exhale (blow bubbles) and the arm to the kickboard prior to repeating this sequence <p>Stage 2:</p> <ul style="list-style-type: none"> Push off the pool wall and into a front glide (with streamlined body position) with arms fully extended on front of body and grasping a kickboard Begin using the flutter kick Use the dominant hand to pull down not the water and then push the water behind you – keep opposite hand extended in front of the body & grasping the kickboard Rotate face/head to the opposite side of the extended arm to take a breath Return the face/head to the face down position to exhale (blow bubbles) and the arm to the kickboard prior to repeating this sequence using the opposite arm and rotating the face/head to breathe on the opposite Repeat this sequence moving forward across the pool 	One participant at a time with SLI	

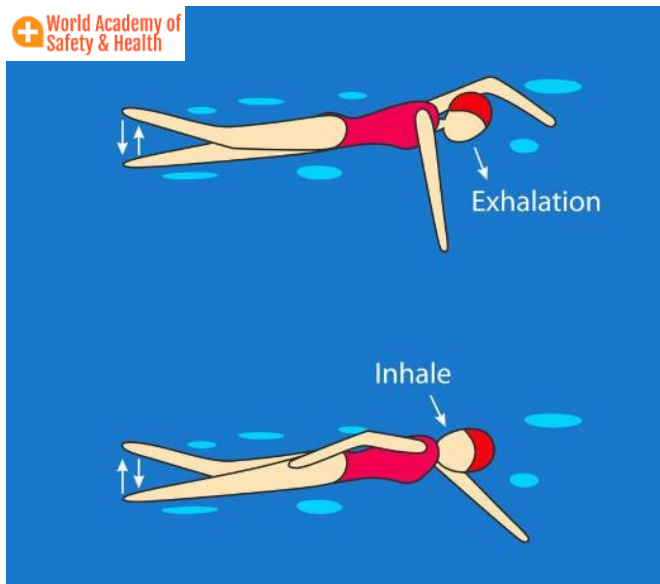


Figure SLI.102C

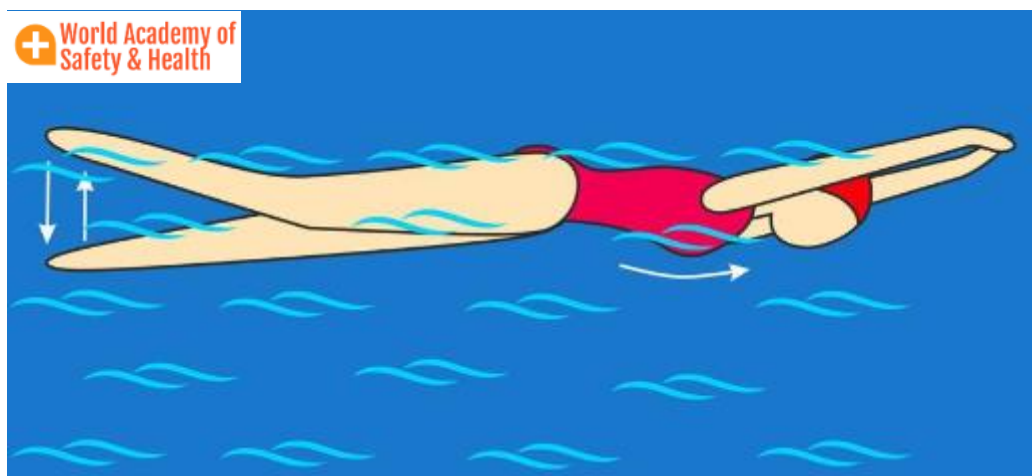


Figure SLI.102D

LESSON SIX		SESSION SIX		TIME: 25 MINUTES	
TOPIC(S): Treading Water			INCLUSIVE LEVEL ONE		
Equipment	Delivery	Set-Up			
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 					
Skills, Knowledge & Activity(s)					
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	<p>One participant at a time with SLI</p> <p>SLI must review front crawl skills & techniques from Lil Tykes</p>			
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI			
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI			
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI			
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI			
Treading Water (<i>see Figure SLI.I03A</i>)	<p>Participant should:</p> <ul style="list-style-type: none"> Stand in chest deep water Fingers together and hands cupped (same position as front crawl) Scull the water (push it using the closed fingers & cupped hands) Move legs as if one is peddling a bicycle Sculling with hands & using the bicycle kick must happen concurrently Practice treading water using the scissor kick (whip) and egg-beater kick 	<p>One participant at a time with SLI</p> <p>SLI should demonstrate the scissor and egg-beater kicks</p>			



Figure SLI.I03A

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Basic Dive Entry		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	<p>One participant at a time with SLI</p> <p>SLI must review front crawl skills & techniques from Lil Tykes</p>	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	<p>One participant at a time with SLI</p> <p>SLI should demonstrate the scissor and egg-beater kicks</p>	
Basic Dive Entry (<i>see Figures SLI.104A through SLI.104D</i>)	<p>Step One:</p> <ul style="list-style-type: none"> Wrists/hand with thumb hooked in round pinky finger Reach arms/hands as far as possible above the head with elbows locked Start in the water: sink hands; overlap wrists; push off the pool wall with two feet & into a forward streamline body position <p>Step Two:</p> <ul style="list-style-type: none"> Sit on edge of pool with feet in the water; overlap wrists; extend arms; tuck head/chin to the chest in between arms Lean forward and fall/slide into the water leading with the head and into the streamline body position <p>Step Three:</p> <ul style="list-style-type: none"> Kneel on edge of pool wall; overlap wrists; extend arms; tuck head/chin to chest n between arms Fall forward not the water leading with the head and not the streamline body position <p>Step Four:</p> <ul style="list-style-type: none"> Stand on edge of pool wall with feet in a staggered position Visually pick a spot in the water and imagine a hoop you must pass your hands/arms/head through upon water entry Push off the pool deck with both feet and enter the water in a streamline body position leading with the head 	One participant at a time with SLI	



Figure SLI.I04A



Figure SLI.I04B



Figure SLI.I04C

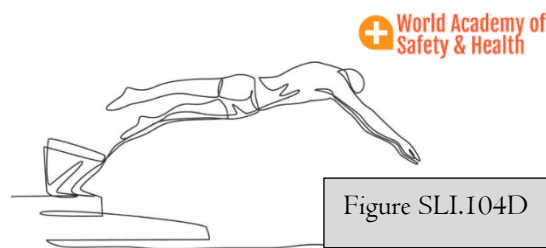


Figure SLI.I04D

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Putting it Together		INCLUSIVE LEVEL ONE	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Putting it Together (<i>see Figures SLI.105A through SLI.105E</i>)	<ul style="list-style-type: none"> Dive Entry Forward Streamline Resurface Front crawl with breathing, front crawl arm movement, & flutter kick 	One participant at a time with SLI	



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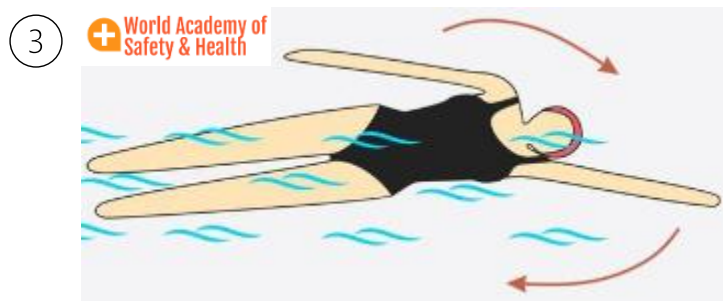
Figure SLI.105A



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Figure SLI.105B



3

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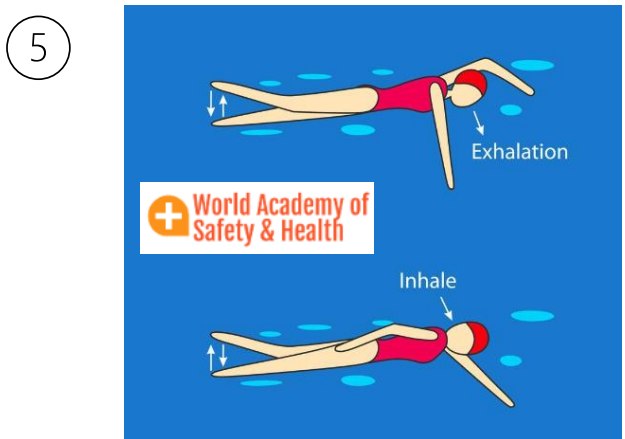
Figure SLI.105C



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Figure SLI.105D



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Figure SLI.105E

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Basic Backstroke		INCLUSIVE LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	Step One: <ul style="list-style-type: none"> Standing on pool deck, practice the windmill arm motion for backstroke Step Two: <ul style="list-style-type: none"> Back float with eyes to the sky & head in line with torso and legs Head is in the neutral position – the water line splits the head meaning half is submerged and half is above the surface of the water Hips pushed upward with navel should be above the surface of the water Use the windmill arm motion – while one arm is pulling the water, the other is in the recovery position at the side of the body/torso Step Three: <ul style="list-style-type: none"> Flutter kick from hips with little to no bend in the knees 	One participant at a time with SLI SLI must demonstrate the backstroke arm movement – i.e. windmill motion with alternating arms SLI explain & demonstrate a bent elbow as arm exits the water thumb first; pinky finger on opposite hand enters the water first (pinky enters just outside the width of shoulders) Arms should be relatively straight during the recovery	

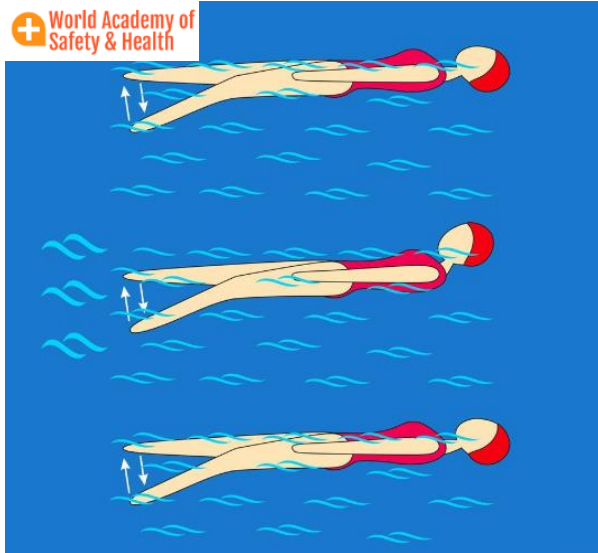


Figure SLI.I06A



Figure SLI.I06B

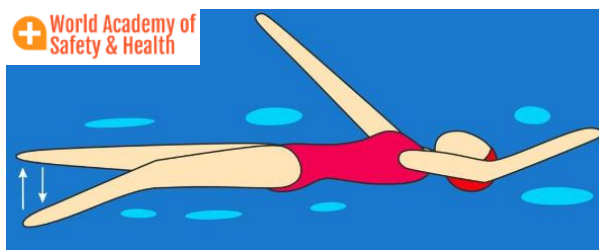


Figure SLI.I06C

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Basic Breaststroke		INCLUSIVE LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	<p>One participant at a time with SLI</p> <p>SLI must review front crawl skills & techniques from Lil Tykes</p>	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	<p>One participant at a time with SLI</p> <p>SLI should demonstrate the scissor and egg-beater kicks</p>	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke (<i>see Figures SLL.107 A & SLL.107B</i>)	<p>Step One – Pull:</p> <ul style="list-style-type: none"> Arms remain symmetrical Sweep out just beyond shoulder width Sweep in with bent elbow up to the nose & bring hands together to streamline position to initiate the next sweep out motion after the kick and glide phases Head comes out of the water for a breath as one sweeps arms to pull <p>Step Two - Kick:</p> <ul style="list-style-type: none"> Feet flexed into right angles (90 degrees) Bend knees bringing legs toward the waist/torso and opening them to width of shoulders Whip the legs back together as quickly and forceful as possible (frog kick) <p>Step Three - Glide:</p> <ul style="list-style-type: none"> Once the pull and kick take place, maintain the streamlined glide position as long as possible and at least 1-2 seconds if possible 	<p>One participant at a time with SLI</p> <p>SLI reminds participants of the three major components of breaststroke: Pull, Kick, Glide in that order</p> <p>SLI reminds participant of the components of the Pull phase: sweep out, sweep in, streamline hands/arms</p> <p>SLI reminds the participant of the components of the Kick phase: Up, Out, Around, Together, Squeeze, Touch. SLI demonstrates frog kick</p> <p>Torso (from neck to waist) should be one a plane as close to the water's surface as possible</p>	

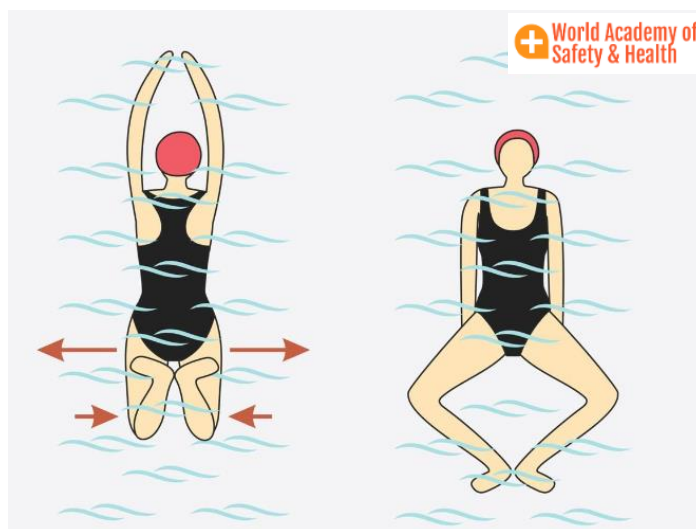
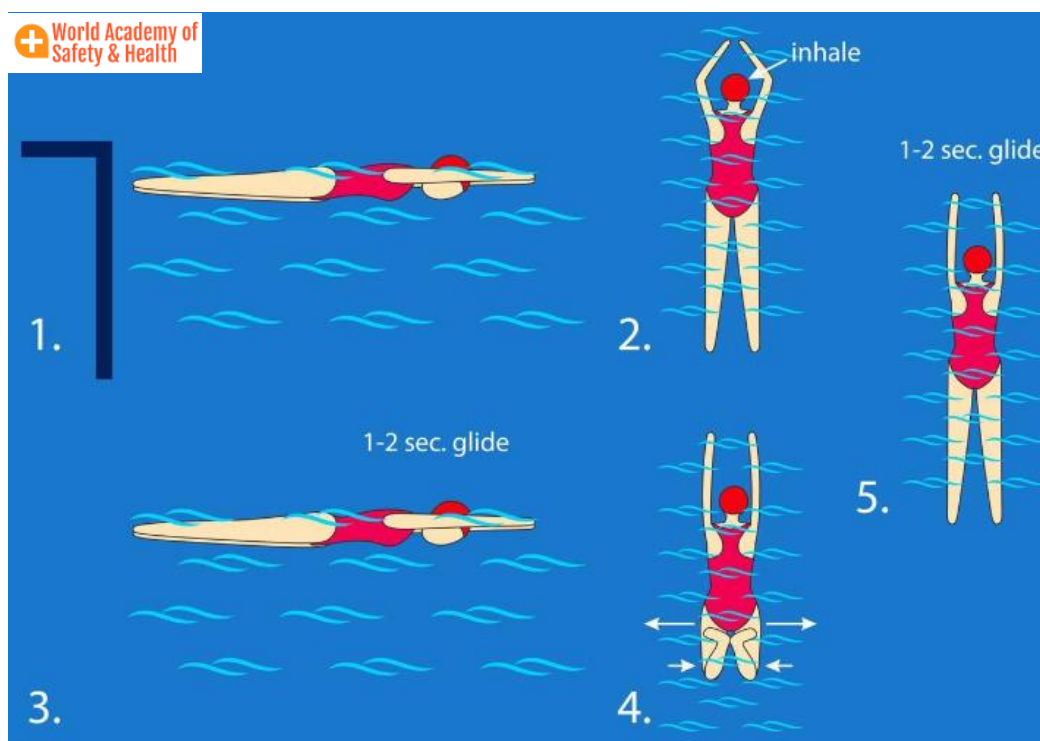


Figure SLI.107A



LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Basic Side Stroke		INCLUSIVE LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #2 	One participant at a time with SLI	
Basic Side Stroke (<i>see Figures SLL108A & SLL108B</i>)	Step One: <ul style="list-style-type: none"> Lay on side on pool deck Lay top arm straight along torso Lay side of head on bottom arm which is stretched forward in front of body Legs extended with slight bend in knees Step Two: <ul style="list-style-type: none"> Enter into Side Glide (<i>see Inclusive Level One Lesson #1</i>) Leading arm is nearest the bottom of the pool & should reach in a streamline position in front and then pull water back toward body Trailing arm s nearest to the sky & should be tightly against side of torso When leading arm begins t pull the water, the trailing arm should begin to reach toward the chin by bending the elbow Hands meet near the chin & the leading arm reaches as the trailing arm pulls back to the side of torso Step Three: <ul style="list-style-type: none"> As the leading arm pulls and the trailing arm extends to the chin, the legs should move up, out, together in that order (scissor kick) As the leading arm begins a new reaching motion & trailing arm moves along the torso, snap the legs back together Step Four: <ul style="list-style-type: none"> Side Glide 	One participant at a time with SLI SLI should demonstrate the scissor kick while laying on the pool deck and have participant practice on pool deck. Reminders: <ul style="list-style-type: none"> Point toes in the glide Flex feet as legs move up & out Bend knees & move top leg to front of body & lower leg to back of body Snap legs back together as the leading arm begins a new reach & trailing arm moves along the torso SLI reminds participant: <ul style="list-style-type: none"> in side glide & side stroke, the cheek & one ear is slightly submerged just below the surface of the water. Head must remain still during the entire side stroke motion Leading and Trailing arms should have palms facing the bottom of the pool 	

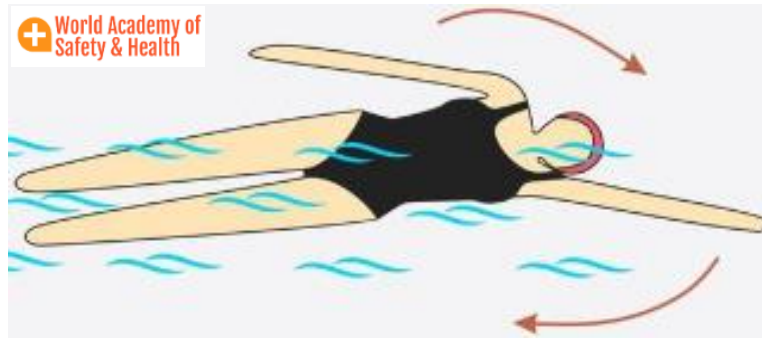


Figure SLI.108A



Figure SLI.108B

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Basic Butterfly Stroke		INCLUSIVE LEVEL TWO	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #2 	One participant at a time with SLI	
Basic Side Stroke (<i>see Figures SLL.I08A & SLL.I08B</i>)	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #3 	One participant at a time with SLI	
Basic Butterfly (<i>see Figures SLL.I09A & SLL.I09B</i>)	Step One - Arms: <ul style="list-style-type: none"> Arms symmetrical (doing same thing together) While arms are above the surface of the water (recovery phase), lock elbows and straighten arms as much as possible Arms enter the water at the same time & leading with index fingers and just about as wide (or slightly wider than) the shoulder width While arms are submerged, they will execute two front crawl strokes (one for each arm) concurrently Head surfaces and take a breath as the arms are in the pushing phase Hips raised to the surface with the head/face in the water with eyes pointed to the bottom of the pool – streamline body position for the torso & head Step Two - Legs: <ul style="list-style-type: none"> Legs symmetrical with legs together & toes pointed Legs undulate – bend knees and bring slightly toward torso & follow this with a straightening of the legs quickly (while maintaining legs together & toes pointed) 	One participant at a time with SLI SLI: <ul style="list-style-type: none"> reminds participant of front crawl stroke is a pull & push motion – pull water toward the body & then behind the body Explains & demonstrates dolphin kick 	

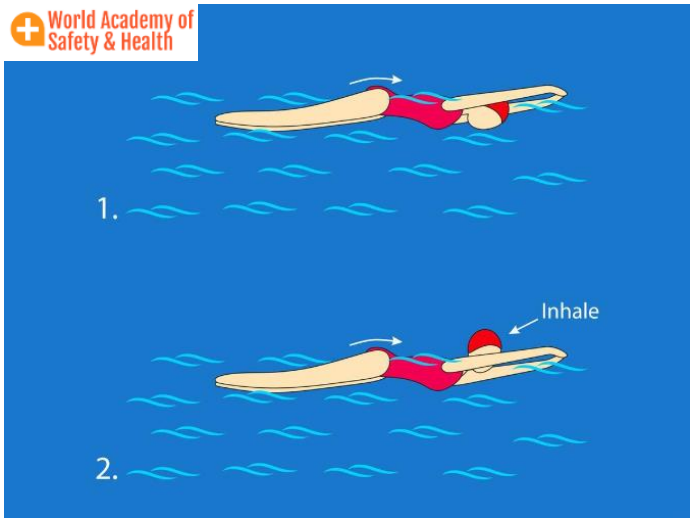


Figure SLI.109A



Figure SLI.109B

In lessons five (5) through eight (8) the Inclusive Level Two program, the SLI should allow the participant(s) time to practice each of the swim strokes in order to:

- Improve the skill and ability to properly and effectively execute each swim stroke
- Progressively build endurance and increase the swimming distance for each of the strokes

As a warm-up for each lesson, #5 through #8, have the participant(s) tread water to help with overall physical conditioning. The SLI may also choose to allow participant(s) to practice dive entries as a warm-up activity.

The goal by the conclusion of Inclusive Level Two Lesson #8 is for the participant(s) to be able to swim 50 yards of front crawl, 50 yards of back crawl, 50 yards of breaststroke, and 50 yards of butterfly strokes.

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Review & Practice		INCLUSIVE LEVEL TWO	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 5-15 seconds OR Practice dive entry	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Skill Practice		INCLUSIVE LEVEL TWO	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Skill Practice		INCLUSIVE LEVEL TWO	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON EIGHT		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Skill Practice		INCLUSIVE LEVEL TWO	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

Adult Swim Lessons

These lessons are designed for persons ages twelve (12) years and up. They are designed for those wishing to learn how to swim; further develop their swim strokes; and those wishing to use swimming for exercise. For more advanced adult swimmers, the SLI can utilize existing lessons from the Inclusive and/or Competition categories. The SLI also has the option to adapt and edit the lessons from the Inclusive and/or Competition categories for Adult learners.

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Submersion		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> Enter the water by walking in; utilizing the stairs; or utilizing the steps Remain near side of pool or handrail (as needed) Stand in water no deeper than one's waist Progressively submerge the body – splash water on extremities; begin to slowly “dip” not the pool submerging the torso; splash water on the face; progressively “dip” face not the water starting with the chin and moving to the face, ears, mouth/nose, eyes and entire forehead 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> Stand in the water <p>On the surface of the water:</p> <ul style="list-style-type: none"> Take a breath and hold it while keeping mouth closed Exhale out of mouth and blow bubbles in the water for, at minimum, 5 seconds Take a breath and hold it while keeping mouth closed Exhale out of nose (keeping mouth closed) and blow bubbles in the water for, at minimum, 5 seconds Take a breath and hold it while keeping mouth close <p>Submerge head:</p> <ul style="list-style-type: none"> Exhale out of mouth and blow bubbles in the water for, at minimum, 5 seconds <p>Resurface:</p> <ul style="list-style-type: none"> Take a breath and hold it while keeping mouth closed <p>Submerge head:</p> <ul style="list-style-type: none"> Exhale out of nose (keeping mouth closed) and blow bubbles in the water for, at minimum, 5 seconds 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> Practice moving up and down submerging and resurfacing to improve breathing control 	<p>One participant at a time</p> <p>Remind participant to hold breath and exhale underwater & take a breath when on the surface</p>	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Floating		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float (<i>see Figures SLI.110A & SLI.110B</i>)	<ul style="list-style-type: none"> SLI fully supports participant from underneath his/her back while standing in water at the top of participant's head Participant lays back of head on top pool stair (not pictured) or similar in pool item (i.e. pool noodle, kickboard) to acclimate to the back floating position Place a noodle behind participant near the waist Participant bends knees and "dips" into the water to shoulder depth SLI supports participant head while participant moves onto his/her back; moves arms out to the sides of his/her body; tilts head/chin back so eyes point to the sky; & moves stomach toward the sky until it is in line with legs & rest of torso SLI supports participant under center of back with one or two hands (based on participant need) Participant eventually transitions to floating on back without noodle and/or SLI assistance 	One participant at a time with SLI SLI reminds participant: <ul style="list-style-type: none"> as he/she lays back onto the noodle, his/her legs will float to the surface as the noodle sinks into the water – this is normal remain relaxed allow body to cover as much surface area of the water as possible 	

<p>Front Float (see Figures SLI.110C & SLI.110D)</p>	<ul style="list-style-type: none"> • SLI fully supports participant from underneath his/her stomach/chest while standing in water at the participant's side • Participant places a noodle in front of himself/herself near the waist • Participant bends knees and "dips" into the water to shoulder depth leaning forward onto the noodle • Participant takes a breath and holds it; moves onto his/her stomach/chest; moves arms out to the sides of his/her body; places full face in the water so eyes point to the pool floor; exhales to blow bubbles & moves wide to the sides (see Figure SLI.110D) • Participant eventually transitions to floating on stomach/chest without noodle and/or SLI assistance 	<p>One participant at a time with SLI</p> <p>SLI reminds participant:</p> <ul style="list-style-type: none"> • As he/she lays forward onto the noodle, his/her legs will float to the surface as the noodle sinks into the water – this is normal • Remain relaxed • Allow body to cover as much surface area of the water as possible
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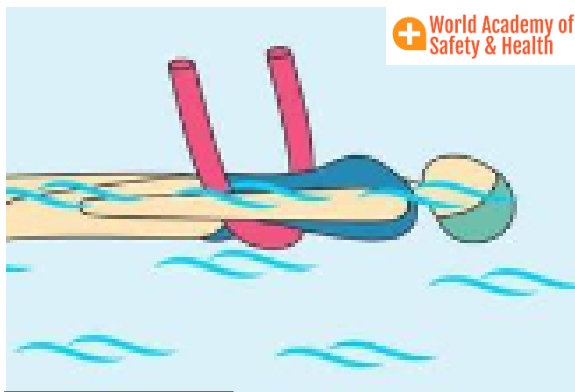


Figure SLI.110A



Figure SLI.110B

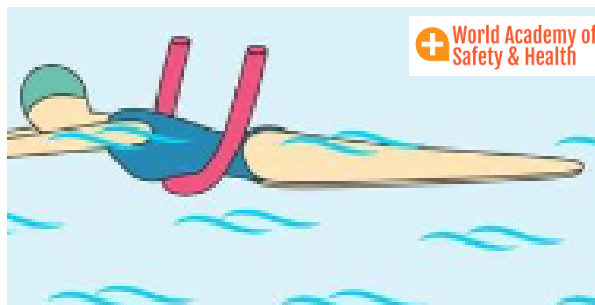


Figure SLI.110C



Figure SLI.110D

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Glides		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards Kickboard 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Glide	<p>Participant should:</p> <ul style="list-style-type: none"> Stand in waist deep water Stretch arms and hands above head as far as possible Overlap wrists/hands with thumb hooked in Biceps pushed against the ears Legs tightly together Shoulders bent so that they are in a straight line with the rest of the torso and legs Do not arch lower back – hold resting position of lower back Head in line with torso and legs; face/eyes pointed forward Stand with back against the pool wall Keep one foot firmly on bottom of the pool & place the other on the pool wall Take a breath and hold it Use one foot to push off the pool wall Immediately straighten legs, tightly together, & toes pointed Place face in the water, exhale, & blow bubbles 	<p>One participant at a time with SLI</p> <p>SLI reminds participants to maintain streamlined body position</p> <p>Participant should practice the front glide until he/she is able to:</p> <ul style="list-style-type: none"> Transition from SLI support to using a noodle or, ideally, a kickboard out in front of himself/herself Transition to using no flotation aid to perform front glide 	
Back Glide	<p>Participant should:</p> <ul style="list-style-type: none"> Stand in waist deep water facing the pool wall Assume the streamline body position discussed in the front glide section above EXCEPT keep arms next to one's sides (no extension above head) Place both feet on the pool wall Use one foot (or both feet) to push off the pool wall Immediately straighten legs, tightly together, toes pointed, hips & stomach pushed up to line up with legs and rest of torso, head tilted back so eyes point to sky, arms to side or cross chest, or holding flutter on top of one's chest 	<p>One participant at a time with SLI</p> <p>SLI reminds participants to maintain streamlined body position with arms to side or across chest holding flutter board</p> <p>Participant should practice the back glide until he/she is able to:</p> <ul style="list-style-type: none"> Transition from SLI support to using a noodle or, ideally, a kickboard out in front of himself/herself Transition to using no flotation aid to perform back glide 	

Side Glide	<p>Participant should:</p> <ul style="list-style-type: none"> • Stand in waist deep water in the streamline position with just one arm while moving one's body into a side stance (<i>see Figure SLI.IIIA</i>) • Lower the body into the water sideways so that one arm is extended in front and the other is on the water's surface and at his/her side • Position himself/herself against the pool wall, both feet against the pool wall, one arm (that is at the side) grasps the pool wall, the other arm remains extended in front (and away from pool wall) • Push off pool wall with both feet • Immediately streamline so that legs are tightly together and stacked with one near the water's surface and the other is submerged, toes pointed, head tilted into the water so that one ear is submerged and the other faces the sky, one arm nearest to the water's surface is to the side and the other is extended in front in a streamline position, the shoulder nearest the water's surface is poking out of the water and the other is closer to the bottom of the pool and submerged 	<p>One participant at a time with SLI</p> <p>SLI reminds participants to maintain streamlined body position with arms to side and the other extended in front</p> <p>Participant should practice the back glide until he/she is able to:</p> <ul style="list-style-type: none"> • Transition from SLI support to using a kickboard out in front of himself/herself • Transition to using no flotation aid to perform side glide
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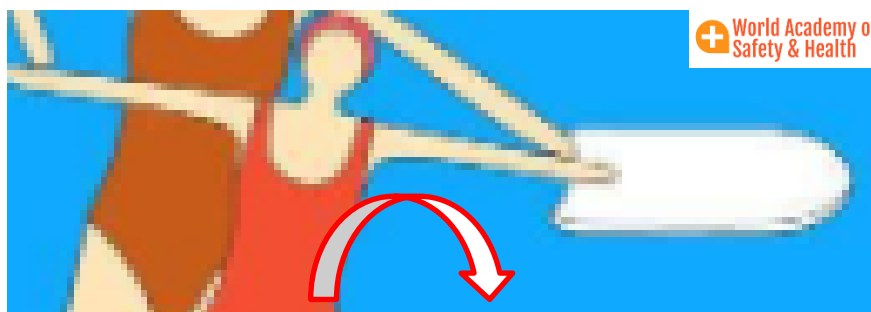


Figure SLI.IIIA

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Kicking		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Gliding (front, back, side)	<ul style="list-style-type: none"> See Adult Lesson #3 	One participant at a time with SLI	
Flutter Kick (<i>see Figures SLI.112A & SLI.112B</i>)	<p>Participant should:</p> <p>SLI should follow these steps having each participant:</p> <ul style="list-style-type: none"> Sit on edge of pool & extend straight legs with toes pointed forward Perform small kicking motions with “Baby Splashes” Straight legs with a slight bend in knees created by the force of the water with each kicking motion Grasp the wall with both hands in the “Super Hero” position (extended straight legs & toes pointed) Move legs up and down (kicking motion initiated from hip) trying to create a “Baby Splashes” without sinking Kicking motion should be fast and continuous Place face in water and blow bubbles Held/supported by the SLI in the “Super Hero” position and move legs up and down to create “Baby Splashes” Grasp noodle or kickboard in the “Super Hero” position and move legs up and down to create “Baby Splashes” 	One participant at a time with SLI	

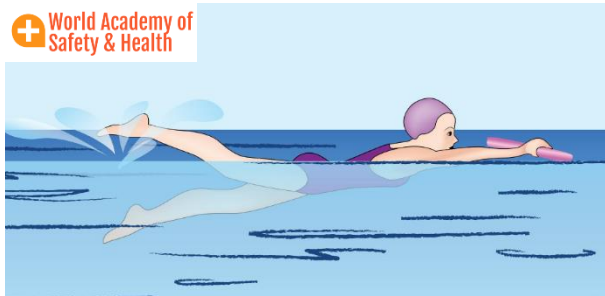


Figure SLI.112A



Figure SLI.112B

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Crawl Arm Movement		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Gliding (front, back, side)	<ul style="list-style-type: none"> See Adult Lesson #3 	One participant at a time with SLI	
Flutter Kick	<ul style="list-style-type: none"> See Adult Lesson #4 	One participant at a time with SLI	
Front Crawl Arms Movement	Participant should: <ul style="list-style-type: none"> Stand in waist deep water Rotate arms independently and one at a time near your sides in the motion of a giant windmill Fingers together and hands cupped Bend knees and lean into the water so that your chest is horizontal in the water Place face in water and blow bubbles Practice the “windmill” with straight arms and pull the water back to you 	One participant at a time with SLI	

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Breath Control		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Gliding (front, back, side)	<ul style="list-style-type: none"> See Adult Lesson #3 	One participant at a time with SLI	
Flutter Kick	<ul style="list-style-type: none"> See Adult Lesson #4 	One participant at a time with SLI	
Front Crawl Arm Movement	<ul style="list-style-type: none"> See Adult Lesson #5 	One participant at a time with SLI	
Breath Control (<i>see Figures SLL.113A, SLL.113B & SLL.113C</i>)	<p>Participant should:</p> <ul style="list-style-type: none"> Bob up and down in the water between submerged and being on the water's surface While bobbing, practice blowing bubbles while submerged and taking a breath when at/above the surface Stand in the "Side Glide" position in waist deep water (see Adult Lesson #3) Turn head to place face in the water with face pointing to the bottom of the pool & blow bubbles Rotate head back to the side (opposite of extended arm) and above the water's surface but keeping side of face and ear submerged & take a breath Repeat this breathing practice but changing which arm is extended and, thus, which side the face/head is pointing Repeat the breathing practice with the front crawl arm movement (windmill motion) added. Practice this with the face resurfacing on one side and then switch the sides and practice Figure out how many arm strokes can be taken prior to needing the face to resurface to breathe. 	One participant at a time with SLI	

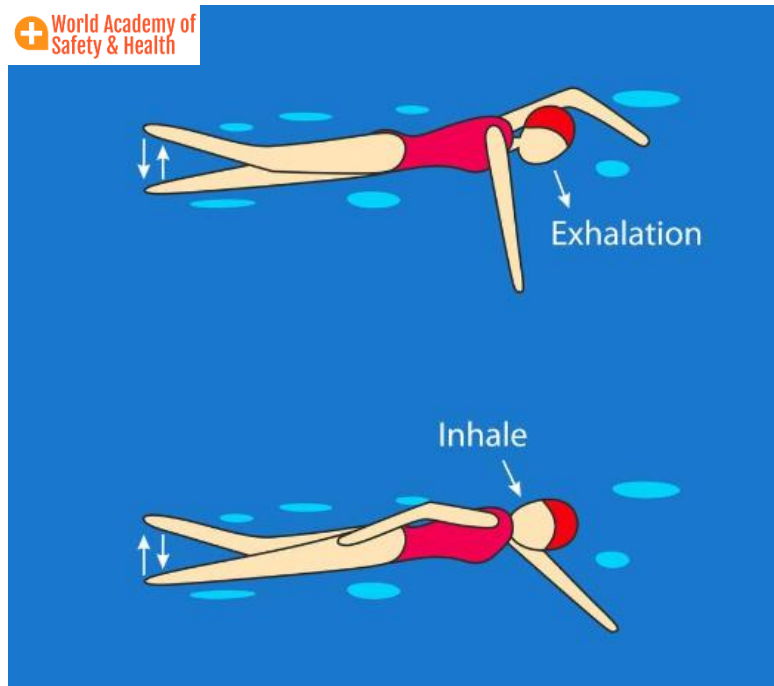


Figure SLI.113A

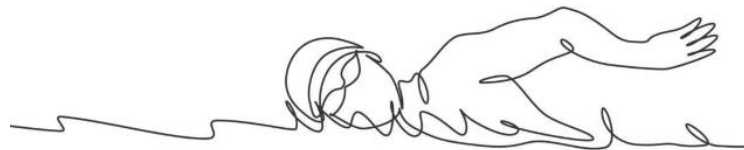


Figure SLI.113B

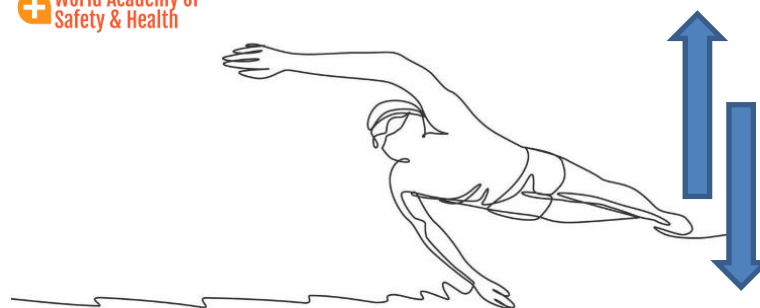


Figure SLI.113C

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Swim on Front		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Gliding (front, back, side)	<ul style="list-style-type: none"> See Adult Lesson #3 	One participant at a time with SLI	
Flutter Kick	<ul style="list-style-type: none"> See Adult Lesson #4 	One participant at a time with SLI	
Front Crawl Arm Movement	<ul style="list-style-type: none"> See Adult Lesson #5 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Adult Lesson #6 	One participant at a time with SLI	
Front Crawl	<p>Stage 1:</p> <ul style="list-style-type: none"> Assume front glide position on the pool wall Push off the pool wall and into a front glide (with streamlined body position) with arms fully extended on front of body and grasping a kickboard Begin using the flutter kick Use the dominant hand to pull down not the water and then push the water behind you – keep opposite hand extended in front of the body & grasping the kickboard Rotate face/head to the opposite side of the extended arm to take a breath Return the face/head to the face down position to exhale (blow bubbles) and the arm to the kickboard prior to repeating this sequence <p>Stage 2:</p> <ul style="list-style-type: none"> Push off the pool wall and into a front glide (with streamlined body position) with arms fully extended on front of body and grasping a kickboard Begin using the flutter kick Use the dominant hand to pull down not the water and then push the water behind you – keep opposite hand extended in front of the body & grasping the kickboard Rotate face/head to the opposite side of the extended arm to take a breath Return the face/head to the face down position to exhale (blow bubbles) and the arm to the kickboard prior to repeating this sequence using the opposite arm and rotating the face/head to breathe on the opposite Repeat this sequence moving forward across the pool 	One participant at a time with SLI	

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Treading Water		ADULT	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards 			
Skills, Knowledge & Activity(s)			
Acclimation	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Blowing Bubbles	<ul style="list-style-type: none"> See Adult Lesson #1 	All participants at once	
Bobbing in the Water	<ul style="list-style-type: none"> See Adult Lesson #1 	One participant at a time	
Back Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Front Float	<ul style="list-style-type: none"> See Adult Lesson #2 	One participant at a time with SLI	
Gliding (front, back, side)	<ul style="list-style-type: none"> See Adult Lesson #3 	One participant at a time with SLI	
Flutter Kick	<ul style="list-style-type: none"> See Adult Lesson #4 	One participant at a time with SLI	
Front Crawl Arm Movement	<ul style="list-style-type: none"> See Adult Lesson #5 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Adult Lesson #6 	One participant at a time with SLI	
Front Crawl	<ul style="list-style-type: none"> See Adult Lesson #8 	One participant at a time with SLI	
Treading Water (<i>see Figure SLI.II4A</i>)	Participant should: <ul style="list-style-type: none"> Stand in chest deep water Fingers together and hands cupped (same position as front crawl) Scull the water (push it using the closed fingers & cupped hands) Move legs as if one is peddling a bicycle Sculling with hands & using the bicycle kick must happen concurrently Practice treading water using the scissor kick (whip) and egg-beater kick 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	



Figure SLI.II4A

Special Abilities Lessons

Swimming can offer those with special abilities enormous physical, mental and emotional, and social benefits. Working with the Special Abilities population can also offer the instructor innumerable benefits. Teaching those with special abilities does require the Swim Lesson Instructor (SLI) to possess an awareness and understanding of the ??.

Physical Benefits

Gravity places tremendous strain and stress on one's muscles and joints. Swimming is a zero-gravity exercise allowing participants to move his or her muscles in a manner while in the water that he or she would not, otherwise be able to do when not in the water. The buoyancy of water can work to relieve the strain allowing for an ease of movement which can lead to a greater range of motion and an improvement in flexibility. The ability to move freely and engage in exercise while in the water can help build the muscle tone and core strength which can, eventually, lead to improved balance and coordination.

People report being able to exercise longer in water than on land and can do it with a decreased amount of effort and muscle and joint pain.^{7, 11} Additionally, swim exercise that is a result of lessons can limit the chances of participants becoming obese.

All of this makes swimming a very good exercise for any person with low or under-developed muscles and muscle tone. Some examples include participants diagnosed with cerebral palsy, spina bifida, parkinson's disease, down syndrome, muscular dystrophy, and prader-willi syndrome.

Emotional and Mental Benefits

Many people, particularly those with special abilities find swimming and being in the water to be therapeutic. Participants experience an emotional freedom, a sense of independence, and increase in confidence levels. According to the Centers for Disease Control and Prevention, ".....swimming can decrease anxiety, and exercise therapy in warm water can decrease depression and improve mood."^{12, 22}

It is also possible for swimming and other recreational activities to help improve family connections.¹⁹

Social Benefits

Swim lessons can help teach special abilities participants to learn how to interact with peers and adults, how to respect others, and to understand personal space boundaries. Interaction(s) with both the Swim Lesson Instructor (SLI) and other participants provides a platform for the development of communication and social skills.

General Guidelines and Best Practices

Be Patient – Participants will likely be very nervous and be dealing with some anxiety during the first few lessons. Not only are the swim lessons new to the participant(s) but, he or she does not know the SLI, he or she does not know other participants in the lesson, is not familiar with the environment, and may not have any experience in the water. This can be intimidating for any person and can be even more pronounced in participants with special abilities who may also have little experience socially interacting with peers and adults. Initially, the entire experience can be overwhelming.

All of this may cause the participant(s) to be resistant to learning and, therefore, seem defiant when asked to engage in a task. Time must be the SLI's focus and the SLI needs to be patient while allowing the process to take place. In other words, it may take the SLI time to develop a relationship with the participant(s) and build trust – until the participant trusts the SLI, it may be difficult to effectively communicate with the participant and even more challenging to get the participant to actively engage in any physical task in the water.

Allow Each Participant to Learn at Own Pace – When delivering swim lessons to a group of participants, it is important to allow each participant to move through the skills at his or her own pace. The SLI should ensure that all participants are working on the same skill and activity. However, it is just as important that each participant is practicing the skill at his or her own level. Each participant may also require the instructions for the skill activity to be presented in a different way to better process and understand what he or she is being asked to do.

Get to Know Your Student – It is important that the SLI spends time getting to know the participant(s) and developing an understanding of what motivates each participant. It can be just as important to keep the participant(s) engaged by allowing him or her to dictate the direction of the lesson. In other words, ask each participant what he or she wants to do during the lessons and make every effort to honor each participant's response and preference – this can serve as an extrinsic motivator. During the day's lesson have participants engage in each activity the participants suggested.

It is recommended to also use this extrinsic motivator as a negotiating point. When a participant tells the SLI what he or she wants to do the SLI might consider agreeing to the activity but only under a specified set of circumstances. For example, if a participant indicates that he or she wants to swim underwater, the SLI may agree but only if the participant(s) first practices his or her flutter kick while grasping the wall. This technique may also help to teach and reinforce the idea of compromise.

It is possible that a student has a preference as to what pool toys or equipment is used during a lesson. This information can be used by the SLI in multiple ways – 1.) as an additional extrinsic motivator and 2.) provide a degree of comfort for a student who may be anxious about the lessons. The SLI may notice that a participant gravitates to a particular pool toy or piece of equipment left in the water and/or on the pool deck. Do not discourage the participant in this case but, instead try to leverage it as a motivator or a tool to make the participant feel less anxious.

A participant may repeat certain behaviors. If the SLI notices this happening, it can also be incorporated into a lesson to help ease anxiety and increase a participant's level of comfort. At this point, it is more important to build a relationship based on the rapport and trust between SLI and participant than it is to remain on task and follow a lesson plan. This approach has far more long-term benefits than the short-term disadvantages. Once you find what a participant enjoys and/or gravitates toward, start each lesson by incorporating it into the warm-up activity.

If a participant feels less anxiety and begins to think the lessons are fun, he or she will become more inclined to respond to the directions and activities provided by the SLI. That said, it is important to remember that in order for the participant's in-water ability to improve, the SLI must move through the skills progressively, even if at a much slower pace. Once a trusting instructor-participant relationship is established, the SLI should begin to incorporate and intersperse the necessary activities to progressively move through the swimming skills specific to each program and level.

Understanding of Concepts and Directions – It is possible that the participant(s) will lack the ability to listen and understand directions when given all at one time. Instead, the participant(s) may require the SLI to provide instructions in smaller chunks thus allowing the participant(s) to process the instructions for each activity in smaller pieces. Additionally, participant(s) may require longer processing times after being provided a set of instructions. It is important to allow for this extra time.

It may also be necessary for the SLI to continually repeat directions. The SLI may find, eventually, that no matter how many times directions are repeated that the participant(s) are not able to process and understand. Hence, the SLI may be required to demonstrate the task or even physically guide each participant through the task the first few times until each participant better understands what he or she is being asked to do.

Lesson Plans

Swim Lesson Instructors (SLI's) should utilize the existing lesson plans in from category and the various sessions and levels. These plans will be adapted by the SLI for each lesson based upon the participant's knowledge, skill level, experience, level of comfort, and anxiety level.

The Swim Lesson Instructor (SLI) can adapt the lessons to make the experience positive for these participants. For example, the SLI may choose to:

- Modify lesson plans to fit and/or accommodate the individual participant's (or the parents of the participant) goals. This may be not learning to swim but, instead how to float, how to submerge oneself, and/or overcoming fear of the water (in these types of cases, please request a modified completion certificate when submitting the SAR)
- Break down the lesson plan(s) into smaller chunks – cover less information and skills in each session
- Limit distractions and/or “outside” noise in the pool area (a participant with sensory sensitivity may have a negative experience with lots of noise)
- Play the participant's favorite music in the background
- Use repetition more than usual – i.e. repeat the skill demonstration
- Modify a skill or skills based upon any physical challenges of the participant
- Provide frequent breaks
- Provide concurrent tools to the lesson skills and tasks for those with attention and/or sensory challenges – i.e. allowing them to squeeze tennis (or similar) balls during the lessons

Competition Swim Lesson Program

OBJECTIVE(S): 1.) Acclimate to the aquatic environment; 2.) Assisted Back Float and Glide; 3.) Full Submersion; 4.) Develop Independence in the Water.

Competition Swim Lesson Outline

Level	Topic(s)	Explain the following Content Knowledge	Demonstrate/Practice the following Physical Skills
Splashers			
PC.I	Introduction to Water		<ul style="list-style-type: none"> Playing in Water from Pool's Edge <ul style="list-style-type: none"> Kicking Toys Splashing
PC.I	Safety Around Water		<ul style="list-style-type: none"> Parent Lifts Child into Water Parent Lifts Child Out of Water
Flippers			
LT.1	Introduction to Water		<ul style="list-style-type: none"> Parent & Instructor Demonstrate Blowing Bubbles at Water's Surface Parent & Instructor Demonstrate Blowing Bubbles While Mouth & Nose are Submerged Parent & Instructor Demonstrate Full Face Submersion (mouth, nose, eyes, ears) Parent & Instructor Demonstrate Playing Underwater
LT.2	Safety Around Water		<ul style="list-style-type: none"> Instructor Demonstrates Floating on Back Instructor Demonstrates Gliding on Back
LT3	Swim Concepts		<ul style="list-style-type: none"> Introduce submersion of face (including mouth, nose, eyes, ears)
Fins			
A.1	Swim Concepts		
A.2	Swim Strokes		
A.3	Swim Exercise		

Splashers Swim Lessons

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Acclimation & Breath Holding		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> • Edge of pool with feet & toes in the water (<i>see Figure SLI.33</i>) • Progressively stronger kicking & splashing 	All participants at once	
Entry	<ul style="list-style-type: none"> • 	All participants at once	
Safe Swim Holds (<i>see Page 36 of this manual for illustrations</i>)	<ul style="list-style-type: none"> • Participant is on the SLI's or parent's hip; one leg draped behind the SLI's or parent's hip; other leg draped forward of the SLI's or parent's hip; SLI's or parent's arm is across and underneath the back of the participant's upper thighs; participant's chest against the SLI's or parent's chest 	All participants at once in a circle	
Breath Holding	<ul style="list-style-type: none"> • Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice • Practice pouring a cup of water over the participants' heads 	All participants at once in a circle	
Exits	<ul style="list-style-type: none"> • 	All participants at once	

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Back Float		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up & Timing	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation	<ul style="list-style-type: none"> • Edge of pool with feet & toes in the water • Progressively stronger kicking & splashing 	All participants at once	
Entry	<ul style="list-style-type: none"> • 	All participants at once	
Breath Holding	<ul style="list-style-type: none"> • Instruct participant to close his/her mouth each time water is splashed or sprinkled on him/her - practice • Gently blow into the participant's mouth and/or nose to elicit a breath holding response • Pour a cup of water over the participants' heads 	All participants at once in a circle	
Back Float (<i>see Figures SLI.36T through SLI.41T</i>)	<p>Introduce floating:</p> <ul style="list-style-type: none"> • SLI fully supports participant from underneath his/her back • Participant lays back of head on top pool stair (not pictured) or similar in pool item (i.e. pool noodle, kickboard) to acclimate to the back floating position • OPTIONAL: back float while wearing a lifejacket (<i>see Figure SLI.37T</i>) • SLI supports participant head while participant moves arms out to the sides of his/her body (<i>see Figure SLI.39T</i>) • SLI supports participant under center of back with one or two hands (based on participant need) • Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back 	All participants at once	
Exits	<ul style="list-style-type: none"> • 	All participants at once	

1



Figure SLI.36T – use of noodle under the back & both armpits while SLI supports participant's head

2



Figure SLI.37T – OPTIONAL use of lifejacket to teach basic back float & acclimate to the necessary in-water position

3



Figure SLI.38T – SLI supports participant head while participant moves arms out to the sides of his/her body

4



Figure SLI.39T – SLI support the participant by placing hands underneath participant's shoulders or further down the arms toward the elbows (based upon participant's comfort and skill level)

5



Figure SLI.40T – SLI supports participant under center of back with one or two hands (based on participant need)

6



Figure SLI.41T – Participant lays on back in water with arms extended over his/her head grasping a kickboard (for support) and floats on back

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Back Float & Bubbles		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Entry	<ul style="list-style-type: none"> • Review and practice 	All participants at once	
Back Float (<i>see Figure SLI.42T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Bubbles (<i>see Figure SLI.43T</i>)	<ul style="list-style-type: none"> • Submerge nose and mouth • Partially submerge mouth and blow bubbles • Submerge nose and mouth and blow bubbles 	All participants at once	
Exits	<ul style="list-style-type: none"> • Review & practice 	All participants at once	



Figure SLI.42T



Figure SLI.43T

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Submersion		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Parent-Child Lesson #1 & #2 	All participants at once	
Entry	<ul style="list-style-type: none"> • Review and practice 	All participants at once	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Bubbles (<i>see Figure SLI.43T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once	
Submersion (<i>see Figure SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • Gently blow into participant's mouth and nose to elicit breath holding response • Progressively bounce up and down with the child dunking him/her to: <ul style="list-style-type: none"> • Shoulders • Chin • Mouth • Nose • Mouth & Nose • Full Face • Fully Underwater (submerged) 	All participants at once	
Exits	<ul style="list-style-type: none"> • Review & practice 	All participants at once	



Figure SLI.44T



Figure SLI.45T

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Front Float		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Entry	<ul style="list-style-type: none"> • Review and practice 	All participants at once	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once	
Front Float (<i>see Figure SLI.46T</i>)	Steps to Learn Front Float: <ul style="list-style-type: none"> • Hold Breath • Submerge mouth & nose (face) • Relax • Float & Get into a Chair (sitting position) • Blow Bubbles 	All participants at once Use “Motorboat” game on page 200	
Exits	<ul style="list-style-type: none"> • Review & practice 	All participants at once	



Figure SLI.46T

LESSON SIX	SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up on Surface		COMPETITION - SPLASHERS
Equipment	Delivery	Set-Up
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 		
Skills, Knowledge & Activity(s)		
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once
Entry	<ul style="list-style-type: none"> • Review and practice 	All participants at once
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once
Front Float (<i>see Figure SLI.46</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once Use “Motorboat” game on page 200
Roll Face-Up on Surface (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<p>SLI stands in water at top of participant’s head:</p> <ul style="list-style-type: none"> • Participant engages in Front Float (<i>see Figure SLI.46T</i>) • Place one hand in center of back & other in center of chest • Provide participant with a verbal cue (i.e. 1, 2,3.....eyes to the sky) • Using your hands, manually roll the participant face-up • Figure out the participant’s “comfortable” side and encourage and allow him/her to roll to that side/in that direction • Support the participant’s head/shoulders during the back float (as needed) 	All participants at once Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position
Exits	<ul style="list-style-type: none"> • Review & practice 	All participants at once

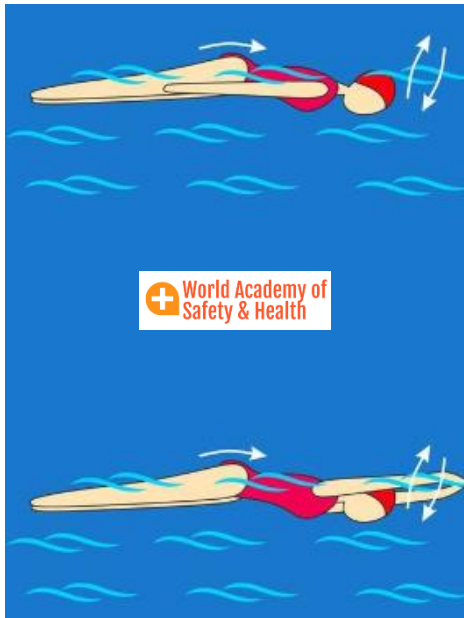


Figure SLI.47T

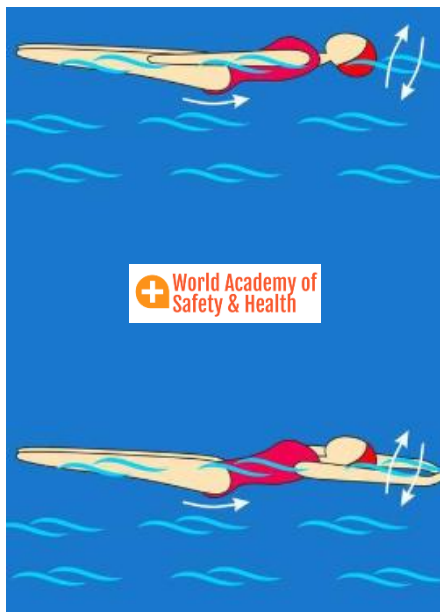


Figure SLI.48T

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up Submerged		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Noodles Kickboards Swim Rings Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Entry	<ul style="list-style-type: none"> Review and practice 	All participants at once	
Back Float	<ul style="list-style-type: none"> See Lil Tykes Lesson #1 & #2 	All participants at once	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #3 	All participants at once	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> See Lil Tykes Lesson #5 	All participants at once	
Roll Face-Up Underwater (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<p>SLI stands in water at top of participant's head:</p> <ul style="list-style-type: none"> Participant engages in Front Float (<i>see Figure SLI.46T</i>) Place one hand in center of back & other in center of chest Provide participant with a verbal cue (i.e. 1, 2, 3.eyes to the sky) Using your hands, manually roll the participant face-up Figure out the participant's "comfortable" side and encourage and allow him/her to roll to that side/in that direction Support the participant's head/shoulders during the back float (as needed) 	<p>All participants at once</p> <p>Depending upon participant skill level, front float can start with head up or head/face submerged. Eventually, all participants should roll face-up from a face-down, face submerged position</p>	
Exits	<ul style="list-style-type: none"> Review & practice 	All participants at once	

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Roll Face-Up & Back Float		COMPETITION - SPLASHERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> • Noodles • Kickboards • Swim Rings • Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Water Acclimation (as needed)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Entry	<ul style="list-style-type: none"> • Review and practice 	All participants at once	
Back Float	<ul style="list-style-type: none"> • See Lil Tykes Lesson #1 & #2 	All participants at once	
Bubbles & Submersion (<i>see Figure SLI.43T, SLI.44T & SLI.45T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #3 	All participants at once	
Front Float (<i>see Figure SLI.46T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson #5 	All participants at once	
Roll Face-Up & Back Float (<i>see Figures SLI.47T, SLI.48T & SLI.49T</i>)	<ul style="list-style-type: none"> • See Lil Tykes Lesson # 6 & #7 • Participant should Roll Face-Up independently & unassisted • Participant should Back Float, independently and unassisted, after rolling face-up as he/she waits for help 	All participants at once Participant should start in the face-down position with face submerged or with body fully submerged	
Exits	<ul style="list-style-type: none"> • Review & practice 	All participants at once	

Flippers Swim Lessons

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Basic Backstroke		COMPETITION - FLIPPERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	Step One: <ul style="list-style-type: none"> Standing on pool deck, practice the windmill arm motion for backstroke Step Two: <ul style="list-style-type: none"> Back float with eyes to the sky & head in line with torso and legs Head is in the neutral position – the water line splits the head meaning half is submerged and half is above the surface of the water Hips pushed upward with navel should be above the surface of the water Use the windmill arm motion – while one arm is pulling the water, the other is in the recovery position at the side of the body/torso Step Three: <ul style="list-style-type: none"> Flutter kick from hips with little to no bend in the knees 	One participant at a time with SLI SLI must demonstrate the backstroke arm movement – i.e. windmill motion with alternating arms SLI explain & demonstrate a bent elbow as arm exits the water thumb first; pinky finger on opposite hand enters the water first (pinky enters just outside the width of shoulders) Arms should be relatively straight during the recovery	

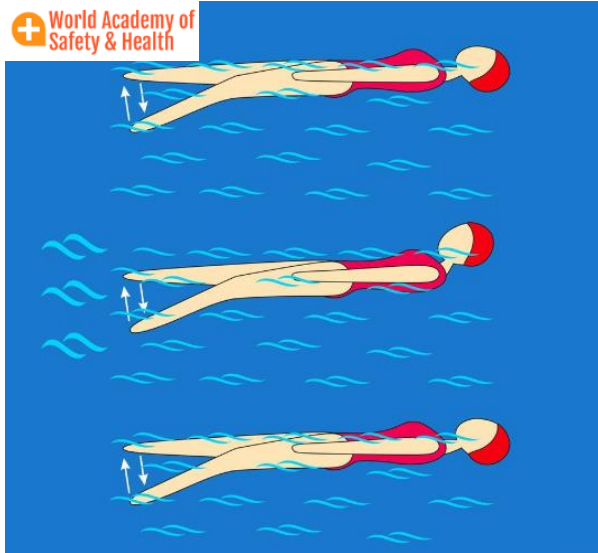


Figure SLI.106A



Figure SLI.106B

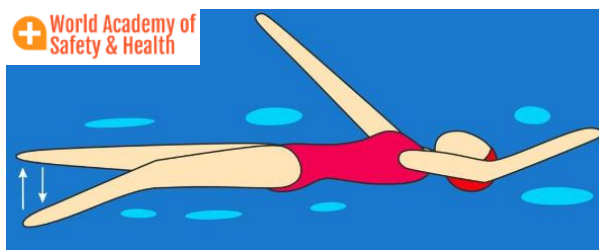


Figure SLI.106C

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Basic Breaststroke		COMPETITION - FLIPPERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	<p>One participant at a time with SLI</p> <p>SLI must review front crawl skills & techniques from Lil Tykes</p>	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	<p>One participant at a time with SLI</p> <p>SLI should demonstrate the scissor and egg-beater kicks</p>	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke (<i>see Figures SLI.107 A & SLI.107B</i>)	<p>Step One – Pull:</p> <ul style="list-style-type: none"> Arms remain symmetrical Sweep out just beyond shoulder width Sweep in with bent elbow up to the nose & bring hands together to streamline position to initiate the next sweep out motion after the kick and glide phases Head comes out of the water for a breath as one sweeps arms to pull <p>Step Two - Kick:</p> <ul style="list-style-type: none"> Feet flexed into right angles (90 degrees) Bend knees bringing legs toward the waist/torso and opening them to width of shoulders Whip the legs back together as quickly and forceful as possible (frog kick) <p>Step Three - Glide:</p> <ul style="list-style-type: none"> Once the pull and kick take place, maintain the streamlined glide position as long as possible and at least 1-2 seconds if possible 	<p>One participant at a time with SLI</p> <p>SLI reminds participants of the three major components of breaststroke: Pull, Kick, Glide in that order</p> <p>SLI reminds participant of the components of the Pull phase: sweep out, sweep in, streamline hands/arms</p> <p>SLI reminds the participant of the components of the Kick phase: Up, Out, Around, Together, Squeeze, Touch. SLI demonstrates frog kick</p> <p>Torso (from neck to waist) should be one a plane as close to the water's surface as possible</p>	

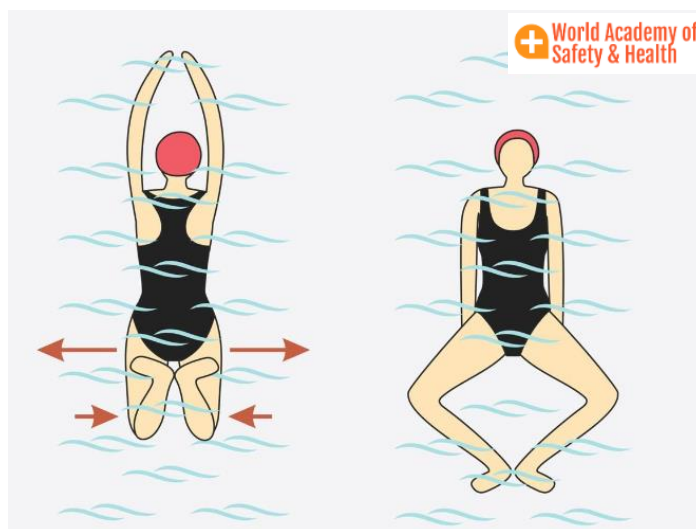


Figure SLI.107A

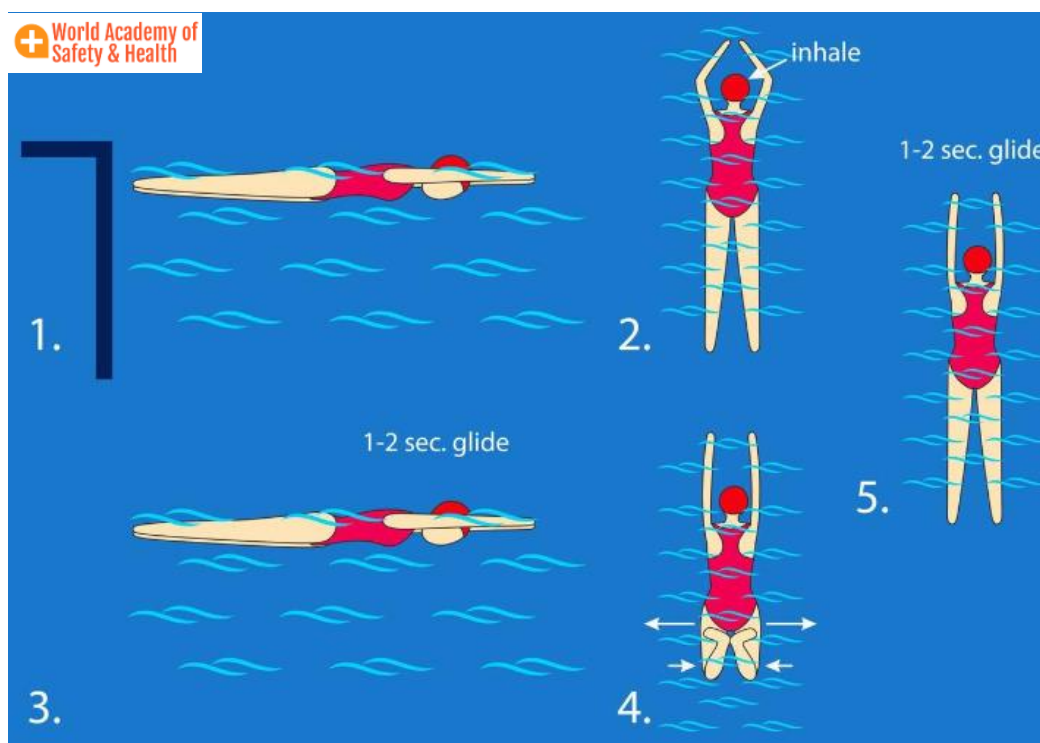


Figure SLI.107B

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Basic Side Stroke		COMPETITION - FLIPPERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #2 	One participant at a time with SLI	
Basic Side Stroke (<i>see Figures SLI.108A & SLI.108B</i>)	<p>Step One:</p> <ul style="list-style-type: none"> Lay on side on pool deck Lay top arm straight along torso Lay side of head on bottom arm which is stretched forward in front of body Legs extended with slight bend in knees <p>Step Two:</p> <ul style="list-style-type: none"> Enter into Side Glide (<i>see Inclusive Level One Lesson #1</i>) Leading arm is nearest the bottom of the pool & should reach in a streamline position in front and then pull water back toward body Trailing arm is nearest to the sky & should be tightly against side of torso When leading arm begins to pull the water, the trailing arm should begin to reach toward the chin by bending the elbow Hands meet near the chin & the leading arm reaches as the trailing arm pulls back to the side of torso <p>Step Three:</p> <ul style="list-style-type: none"> As the leading arm pulls and the trailing arm extends to the chin, the legs should move up, out, together in that order (scissor kick) As the leading arm begins a new reaching motion & trailing arm moves along the torso, snap the legs back together <p>Step Four:</p> <ul style="list-style-type: none"> Side Glide 	One participant at a time with SLI SLI should demonstrate the scissor kick while laying on the pool deck and have participant practice on pool deck. Reminders: <ul style="list-style-type: none"> Point toes in the glide Flex feet as legs move up & out Bend knees & move top leg to front of body & lower leg to back of body Snap legs back together as the leading arm begins a new reach & trailing arm moves along the torso SLI reminds participant: <ul style="list-style-type: none"> in side glide & side stroke, the cheek & one ear is slightly submerged just below the surface of the water. Head must remain still during the entire side stroke motion Leading and Trailing arms should have palms facing the bottom of the pool 	

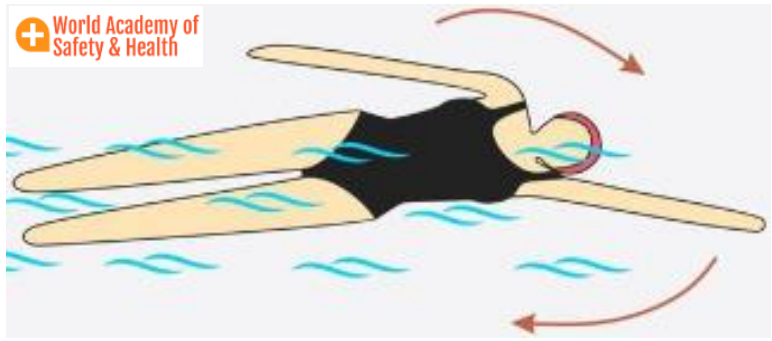


Figure SLI.I08A



Figure SLI.I08B

LESSON FOUR		SESSION FOUR	TIME: 25 MINUTES
TOPIC(S): Basic Butterfly Stroke		COMPETITION - FLIPPERS	
Equipment	Delivery	Set-Up	
<ul style="list-style-type: none"> Flutter Boards (optional) Kickboards Lifejackets or Swim Tubes (optional) 			
Skills, Knowledge & Activity(s)			
Front Crawl Review	<ul style="list-style-type: none"> Utilize/practice the basic front crawl skills & techniques used in Lil Tykes Level Three sessions 	One participant at a time with SLI SLI must review front crawl skills & techniques from Lil Tykes	
Intermediate Front Crawl Arm Movement	<ul style="list-style-type: none"> See Inclusive Lesson #2 	One participant at a time with SLI	
Intermediate Flutter Kick	<ul style="list-style-type: none"> See Inclusive Lesson #3 	One participant at a time with SLI	
Breath Control	<ul style="list-style-type: none"> See Inclusive Lesson #4 	One participant at a time with SLI	
Intermediate Front Crawl	<ul style="list-style-type: none"> See Inclusive Lesson #5 	One participant at a time with SLI	
Treading Water	<ul style="list-style-type: none"> See Inclusive Lesson #6 	One participant at a time with SLI SLI should demonstrate the scissor and egg-beater kicks	
Dive Entry	<ul style="list-style-type: none"> See Inclusive Lesson #7 	One participant at a time with SLI	
Basic Backstroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #1 	One participant at a time with SLI	
Basic Breaststroke	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #2 	One participant at a time with SLI	
Basic Side Stroke (<i>see Figures SLL.108A & SLL.108B</i>)	<ul style="list-style-type: none"> See Inclusive Level Two Lesson #3 	One participant at a time with SLI	
Basic Butterfly (<i>see Figures SLL.109A & SLL.109B</i>)	Step One - Arms: <ul style="list-style-type: none"> Arms symmetrical (doing same thing together) While arms are above the surface of the water (recovery phase), lock elbows and straighten arms as much as possible Arms enter the water at the same time & leading with index fingers and just about as wide (or slightly wider than) the shoulder width While arms are submerged, they will execute two front crawl strokes (one for each arm) concurrently Head surfaces and take a breath as the arms are in the pushing phase Hips raised to the surface with the head/face in the water with eyes pointed to the bottom of the pool – streamline body position for the torso & head Step Two - Legs: <ul style="list-style-type: none"> Legs symmetrical with legs together & toes pointed Legs undulate – bend knees and bring slightly toward torso & follow this with a straightening of the legs quickly (while maintaining legs together & toes pointed) 	One participant at a time with SLI SLI: <ul style="list-style-type: none"> reminds participant of front crawl stroke is a pull & push motion – pull water toward the body & then behind the body Explains & demonstrates dolphin kick 	

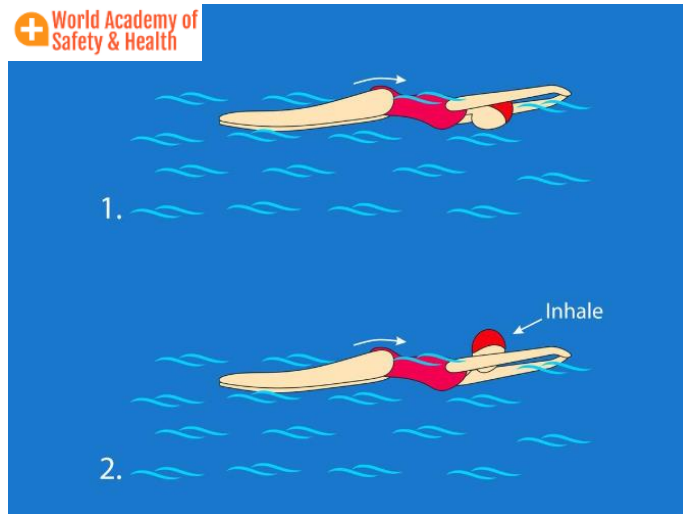


Figure SLI.109A



Figure SLI.109B

In lessons five (5) through eight (8) the Inclusive Level Two program, the SLI should allow the participant(s) time to practice each of the swim strokes in order to:

- Improve the skill and ability to properly and effectively execute each swim stroke
- Progressively build endurance and increase the swimming distance for each of the strokes

As a warm-up for each lesson, #5 through #8, have the participant(s) tread water to help with overall physical conditioning. The SLI may also choose to allow participant(s) to practice dive entries as a warm-up activity.

The goal by the conclusion of Inclusive Level Two Lesson #8 is for the participant(s) to be able to swim 50 yards of front crawl, 50 yards of back crawl, 50 yards of breaststroke, and 50 yards of butterfly strokes.

LESSON FIVE		SESSION FIVE	TIME: 25 MINUTES
TOPIC(S): Review & Practice		COMPETITION - FLIPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 5-15 seconds OR Practice dive entry	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON SIX		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Skill Practice		COMPETITION - FLIPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON SEVEN		SESSION SEVEN	TIME: 25 MINUTES
TOPIC(S): Skill Practice		COMPETITION - FLPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

LESSON EIGHT		SESSION SIX	TIME: 25 MINUTES
TOPIC(S): Skill Practice		COMPETITION - FLIPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Treading Water	WARM-UP ACTIVITY: Tread water for 10-20 seconds	One participant at a time with SLI	
Basic Backstroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Breaststroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Side Stroke	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	
Basic Butterfly	Practice for 5 minutes – SLI reminds participant of key points for each component part of the stroke	One participant at a time with SLI	

Fins Swim Lessons OR Pre -Swim Team

The Fins Swimming Lessons are designed for those participants who have the ability to swim all four major strokes – front crawl, back crawl, breaststroke, and butterfly. Additionally, enrollees should have the ability to tread water and to effectively execute a dive entry. The focus of the Fins program is on increasing endurance in each of the four swim strokes; flip and open turns; and stroke technique and development with the goal being creating a stronger, more effective swimmer.

The SLI should consider structuring these lessons differently when compared to the other WASH swim lesson programs. For example, if one is to build endurance, more frequent sessions are necessary – i.e. three sessions per week skipping a day between each session.

LESSON ONE		SESSION ONE	TIME: 25 MINUTES
TOPIC(S): Endurance Training		COMPETITION - FINS	
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	2 x 50 yards		
Back Crawl	2 x 50 yards		
Breaststroke	1 x 50 yards		
Butterfly	1 x 25 yards		

LESSON TWO		SESSION TWO	TIME: 25 MINUTES
TOPIC(S): Flip Turn with Front Crawl		COMPETITION - FLIPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25 yards of each stroke		All participants at once
Front Crawl	2 x 50 yards		All participants at once
Flip Turn	<p>Step One – SLI should:</p> <ul style="list-style-type: none"> • Explain the front flip turn • Position participant in a front float • Manually manipulate the participant’s body into a flip turn – do this several times <p>Step Two - Practice in pool away from the pool wall:</p> <ul style="list-style-type: none"> • Curl up in a ball in the water – head, hips, legs in that order • Push water over the head with hands while flipping • Place both feet on the pool wall • Push off wall & roll face-up onto stomach • Take front crawl strokes & while swimming across pool continue to execute multiple flip turns along the way • Exhale out of the nose during the flip 	<p>SLI instruct/remind participant(s):</p> <ul style="list-style-type: none"> • Initiate the turn after the final stroke just before reaching the pool wall • Gauge distance from the wall using the “T” on the bottom of the pool • Adults and taller participants take one stroke beyond the “T” prior to initiating the turn • Childrens and shorter participants take 2-3 strokes beyond the “T” prior to initiating the turn • Demonstrate distance by placing participant facing the wall with feet on the wall & hands grasping the pool edge & back the participant out of the turn 	

LESSON THREE		SESSION THREE	TIME: 25 MINUTES
TOPIC(S): Flip Turn with Backstroke		COMPETITION - FLIPPERS	
Equipment	Delivery/Time	Set-Up	
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25 yards of each stroke	All participants at once	
Front Crawl	2 x 50 yards	All participants at once	
Back Crawl	2 x 50 yards	All participants at once	
Flip Turn	<p>Step One – SLI should:</p> <ul style="list-style-type: none"> • Explain the back flip turn • Position participant in a back float • Manually manipulate the participant’s body into a flip turn – do this several times <p>Step Two - Practice in pool away from the pool wall:</p> <ul style="list-style-type: none"> • As one nears the end of the backstroke lines, roll face-down and repeat the front crawl flip turn steps • Curl up in a ball in the water – head, hips, legs in that order • Push water over the head with hands while flipping • Push off wall & roll face-up onto stomach • Take front crawl strokes & while swimming across pool continue to execute multiple flip turns along the way • Exhale out of the nose during the flip 	<p>SLI instruct/remind participant(s):</p> <ul style="list-style-type: none"> • Initiate the turn after the final stroke just before reaching the pool wall • Gauge distance from the wall using the backstroke lines on bottom of the pool • Adults and taller participants take one stroke beyond the “T” prior to initiating the turn • Children and shorter participants take 2-3 strokes beyond the “T” prior to initiating the turn 	

LESSON FOUR		SESSION FOUR		TIME: 25 MINUTES	
TOPIC(S): Basic Open Turn				COMPETITION - FINS	
Equipment		Delivery/Time			
N/A					
Skills, Knowledge & Activity(s)					
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly		WARM-UP ACTIVITY: Swim 25-50 yards of each stroke			
Breaststroke		1 x 50 yards			
Butterfly		1 x 25 yards			
Basic Open Turn		<p>Step One:</p> <ul style="list-style-type: none"> On final stroke to the wall, grasp the pool wall with that hand Hold the wall while bending knees & rotating hips to move legs toward wall Place feet against the pool wall & push off not streamline body position and not next swim stroke <p>Step Two:</p> <ul style="list-style-type: none"> Kick into the pool wall with both arms fully extended Touch the pool wall below edge & bend elbows allowing for a collapse of the body into the wall Bend legs to allow legs to move underneath the body Push back with hands as feet are moving toward the wall Place feet against the pool wall & push off Eventually participant should be able to execute this step using only one hand into & pushing off the wall <p>Step Three:</p> <ul style="list-style-type: none"> Turning hand should not be dragged through the water after pushing off the pool wall As body falls back away from wall & into the water, the turning hand should raise above the head, re-entering the water in the streamline position <p>Step Four:</p> <ul style="list-style-type: none"> Approach wall with head/face in the water Body should tilt to one side (toward the side of turning arm) with one shoulder out of the water After push off from pool wall, roll body so that the opposite shoulder is now above the surface of the water Place arms at each side of the torso and eyes to the sky (for beginners) Glide and roll face-down Streamline the body 		<p>SLI instruct/remind participant(s):</p> <ul style="list-style-type: none"> Step One: stay low & in horizontal/streamline body position as one moves not the pool wall Step Two: 1. Fall back away from & let go of the pool wall 2. there will be a moment in which no body part is touching the pool wall as hands push off & feet sill swinging under the body to the wall Step Three: Do not drag turning hand through the water Step Four: Roll & Tilt Body 	

LESSON FIVE TOPIC(S): Endurance Training		SESSION FIVE	TIME: 25 MINUTES COMPETITION - FINS
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	2 x 50 yards with flip turn		
Back Crawl	2 x 50 yards with flip turn		
Breaststroke	1 x 50 yards with open turn		
Butterfly	1 x 25 yards with open turn		

LESSON SIX TOPIC(S): Endurance Training		SESSION SIX	TIME: 25 MINUTES COMPETITION - FINS
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	2 x 50 yards with flip turn		
Back Crawl	2 x 50 yards with flip turn		
Breaststroke	1 x 50 yards with open turn		
Butterfly	1 x 25 yards with open turn		

LESSON SEVEN TOPIC(S): Endurance Training		SESSION SEVEN	TIME: 25 MINUTES COMPETITION - FINS
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	2 x 50 yards with flip turn		
Back Crawl	2 x 50 yards with flip turn		
Breaststroke	2 x 50 yards with open turn		
Butterfly	1 x 25 yards with open turn		

LESSON EIGHT		SESSION EIGHT	TIME: 25 MINUTES
TOPIC(S): Endurance Training			COMPETITION - FINS
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	1 x 100 yards with flip turn		
Back Crawl	1 x 100 yards with flip turn		
Breaststroke	1 x 100 yards with open turn		
Butterfly	1 x 50 yards with open turn		

LESSON NINE		SESSION NINE	TIME: 25 MINUTES
TOPIC(S): Endurance Training			COMPETITION - FINS
Equipment	Delivery/Time		
N/A			
Skills, Knowledge & Activity(s)			
Tread Water, Front Crawl, Back Crawl, Breaststroke, Butterfly	WARM-UP ACTIVITY: Swim 25-50 yards of each stroke		
Front Crawl	2 x 100 yards with flip turn		
Back Crawl	2 x 100 yards with flip turn		
Breaststroke	2 x 100 yards with open turn		
Butterfly	2 x 50 yards with open turn		

Swim Lesson Program Activities

Swim Lesson Planning & Preparation

Swim Lesson Instructors (SLI's) should ensure participants (or parents of participants) are reminded to bring the following items to each lesson:

- Swimsuit
- Towel(s)
- Swim Diaper
- Sunscreen & Protection (if outdoors)
- Dry/Change of Clothes
- Goggles
- Kickboard
- Good Rest

Swim Lesson Instructors (SLI's) should ensure he/she makes the proper facility arrangements and arrives with all the necessary equipment and teaching resources that should include but may not be limited to:

- Swimming Pool
- Lesson Plan(s)
- Course Roster with Contact Information
- Lesson Schedule
- Swimsuit(s)
- Towel(s)
- Pool Equipment & Toys (noodles, kickboards, swim tubes, lifejackets, swim rings, etc)
- Extra Liability Release Forms

General Swimming Lesson Skill Guidelines

Basic Skills:

Safety
Acclimation
Basic & Assisted Entries & Exits
Back Float

Submersion
Basic Kicking
Front Float Back Sculling

Intermediate Skills:

Types of Kicks
Rolling Face-Up
Treading Water

Doggy Paddle
Submerge & Resurface
Breathing Control

Advanced Skills:

Basic & Advanced Strokes
Rhythmic Breathing

Basic Water Rescue Skills
Diving

Sample Swim Lesson Songs

Entry & Water Acclimation

- There's a Worm at the Bottom of the Garden
- London's Burning
- I'm a Little Teapot
- Itsy-Bitsy Spider
- If You're Happy & You Know It (splash, splash, splash)

Floating

- Sleeping Bunnies
- Rock-A-Bye Baby

Blowing Bubbles

- Puffer Trains
- Hokey Pokey

Propulsion

- Zoom, Zoom, Zoom
- Woggle Tunnel
- Motorboat Motorboat
- Five Little Monkeys
- Five Little Ducks Went Swimming One Day

Submersion

- Hickory Dickory Dock
- Ring Around the Rosie (submersion instead of fall down)

Roll Face-Up

- Teddy Bear-Teddy Bear

Essential Components of All Swim Lessons

Focus of Lesson
Level of Lesson
Equipment for Lesson
Entry & Exit

Warm-Up
Previous Learning Review
Primary Instructional Aim
Practice Activity(ies)

Sample Swim Lesson Games

Alligator

- Lay participant on his/her stomach in zero-depth
- Participant should use his/her arms to keep face and head out of the water with legs stretched straight out behind him/her
- SLI instructs the participant to begin to move forward using his/her arms to maneuver while, simultaneously, flutter kicking legs and blowing bubbles in the water
- Move participant to progressively deeper portions of the pool so that his/her arms are just long enough to keep his/her face above the water

Motorboat

- SLI performs a Lesson Hold on the participant with participant facing him/her
- SLI walks backwards through the water progressively increasing the speed of the walk
- The water will "push" the participant not the front float position
- SLI spins in a circle while singing, "Motorboat, Motorboat, Go So Slow"
- SLI increase speed of circle movement and sings, "Motorboat, Motorboat, Go So Fast"
- SLI increases speed of the circle movement again and sings, "Motorboat, Motorboat, Hit the Gas"
- SLI encourages the participant to blow bubbles and perform flutter kicks

Note: As participant progresses, SLI should instruct him/her to wrap hands around SLI's neck (and eventually grasp a noodle or kickboard) and stretch legs out behind hm/her with stomach on water's surface.

Green Frog

- Lay the participant on his/her side
- SLI supports the participant by grasping him/her (as needed)
- While participant is blowing bubbles and moving his/her arms in modified doggy paddle motion, the SLI sings, “Now we all know frogs go la de da de da le de da de da la de da. They don’t go glumph, glumph, glumph”.

The Kickboard Boat

- SLI should pretend a kickboard is a boat and the feet of the participant is/are the motor
- SLI should setup “boat races” between participants
- SLI should assist any participant who requires it by grasping him/her around one side of his/her waist

Puppet Hands

- SLI can use a puppet or construct his/her own puppet using a household item (i.e. old sock)
- SLI uses the puppet while singing a song (from the list on page 200 or other age appropriate song of the SLI’s choice)
- SLI encourages the participant to engage in whatever activity the SLI assigns while the puppet sings the song

Pancakes

- Lay participant on his/her back in the water (back float position)
- SLI extends arms to grasp participant under each knee
- SLI walks backwards through the pool while manually moving the participant’s legs in the flutter kicking motion
- SLI begins to sing, “I’m a little pancake on my back, I’m a little pancake nice and flat. I’m a little pancake on my back, I’m a little pancake flip me over and bounce me back”. When SLI sings “bounce me back”, grasp the participant’s waist with both hands, lift him/her out of the water and move him/her up and down and back to original position.
- SLI begins to sing, “I’m a little pancake on my back, I’m a little pancake nice and flat. I’m a little pancake on my back, I’m a little pancake flip me over and swish me back”. When SLI sings “swish me back”, grasp the participant’s waist with both hands, lift him/her out of the water and move him/her side to side and back to original position.
- SLI begins to sing, “I’m a little pancake on my back, I’m a little pancake nice and flat. I’m a little pancake on my back, I’m a little pancake flip me over and dig me back”. When SLI sings “dig me back”, grasp the participant’s waist with both hands, place him/her under one arm and facing outwards/forward. Grasp each of the participant’s hands and move the hands/arms in the doggy paddle motion.

Sample Swim Lesson Activities

- Hold the pool’s edge and bounce up and down in the water
- Talk to the fish (talk to the fish by blowing bubbles at the surface and listen for fish by placing ear in the water)
- Catch the fish (reach one arm at a time not the air and in front and into the water to catch the fish; pull water back to body to bring fish to oneself; repeat this action to catch many fish)
- Walk through the water splashing one’s hands
- Sit on the pool’s edge and demonstrate kicking action
- Moving through the water at shoulder depth, blowing bubbles (motorboat)
- Hold the pool’s edge and blow bubbles
- Cup water in one’s hands and pretend to wash one’s face
- Sprinkle water over one’s head
- Hold the pool’s edge and kick one’s legs
- Prone star float with buoyancy aids or teacher support (as needed)
- Push and glide towards the side and regain standing position with buoyancy aids (as needed)
- Supine star float with buoyancy aids or teacher support (as needed)
- Push and glide on the back, away from the pool side/wall
- Push and glide through a hoop
- Mushroom float and regain standing position

- Blow a toy across the water surface
- Alligator Walk in zero-depth
- Hold breath and submerge the mouth and nose
- Kick with a float held under each arm
- Push and glide adding a kick
- Kick supine with a float held under each arm
- Kick with one float held in front
- Full stroke with buoyancy aids
- Supine star float
- Red light/green light (face wall and hold on; green light indicates kicking; yellow light indicates slow kicking; red light indicates stop kicking)
- The plunge (in shallow water, have participant face away and stand on SLI's/parent's knees while holding his/her waist; he/she jumps off knees and not the water; he/she reaches for the wall and grabs hold). Gradually distance from wall so that he/she must swim a bit further in each successive lesson.
- Submerging to collect an object

The Swim Lesson Instructor (SLI) should consider using songs during each activity.

Various data sets indicate that a majority of accidental drownings incidents in backyard pools where the victim is under five years of age occur as a result of the child falling into the pool. It is crucial that children are taught what to do and to do it if ever faced with a scenario in which they themselves in water without adult supervision. Children should learn basic swimming skills as young and as early as possible and should be able to swim to the pool wall, grab hold, and wait for help to prevent oneself from drowning.

Water Awareness & Swim Safety Program

Intended Audience

School-aged children between approximately grade 2-6 (lesson plans and activities can be modified and adapted for both younger and older participants as needed).

Sample Lessons

PART V

LESSON ONE	TIME: 30-60 MINUTES
TOPIC(S): Identify local swimming areas/facilities; safety/danger signage; dangerous conditions; and rip currents.	
Equipment	
<ul style="list-style-type: none"> • Pictures of Rip Currents • Videos of Rip Currents • Pictures of Signage • Videos and Pictures of various swim kicks 	
Skills, Knowledge & Activity(s)	
Identify local swim areas and facilities	
Identify guarded and/or safe swim locations	
Identify dangerous water and/or swimming conditions	
Identify rip current	
Explain how to escape a rip current	
Identify & explain safety signage	
Explain basic swim kicks to include: flutter, egg-beater, scissors	
Explain basic swim arm movements to include: breaststroke arms, doggy paddle arms, etc	
Rip Current Educational Video Clips:	
What is a rip current? (noaa.gov)	
Break the Grip of the Rip Ocean Today (noaa.gov)	
Rip Current Survival Guide Ocean Today (noaa.gov)	

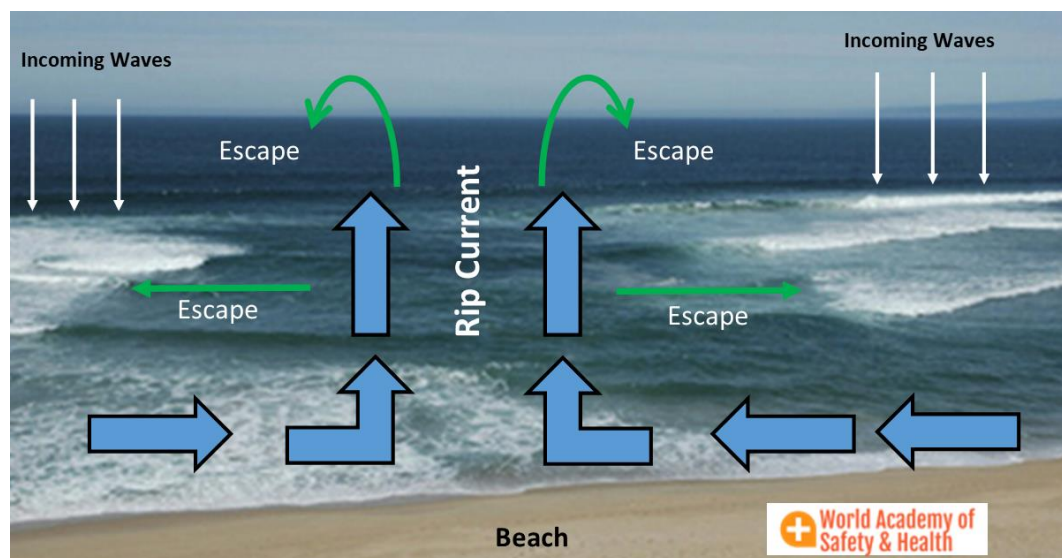


Figure SLI.30

LESSON TWO	TIME: 30-60 MINUTES
TOPIC(S): Identify rescue equipment; Explain and demonstrate tossing assists; Communication with victim(s)	
Equipment	
Rescue equipment – ring buoy, rescue tube, rescue line, life jacket	
Skills, Knowledge & Activity(s)	
Identify and explain how each piece of rescue equipment is utilized	
Demonstrate, Explain, Practice, Demonstrate various tossing assists	
Demonstrate, Explain, Practice, Demonstrate effective communication with potential victim(s)	
Explain how to assess an emergency; preserve personal safety; and initiate an assist	

LESSON THREE	TIME: 30-60 MINUTES
TOPIC(S): Identify key components of water awareness and safety; Explain/Communicate to others water safety tips and best practices; Identify non-water safety guidelines when planning to swim outdoors	
Equipment	
Paper; writing utensils (markers, crayons, colored pencils); laptops/tablets/smartphones (optional);	
Skills, Knowledge & Activity(s)	
Identify whose safety is paramount during any water assist and/or rescue	
Working in small groups: <ul style="list-style-type: none"> • Identify a minimum of two water awareness and safety messages to communicate to a targeting audience (i.e. teenagers, adults, vacationers, etc) • Design a posterboard, video clip, or similar media that: <ul style="list-style-type: none"> • Communicates your safety message • Includes at minimum five (5) scenes • Includes written descriptions and/or voice recordings • Your presentation should “catch the attention” of viewers so that your message is effectively communicated 	
You may choose to include music, voiceovers, pictures, etc.....	
All projects should be presented to the group	

LESSON FOUR	TIME: 30-60 MINUTES
TOPIC(S): Design a piece a water rescue equipment; Develop a set of safety rules for a swimming pool facility and another set for a beach or similar open water environment	
Equipment	
Paper; writing utensils (markers, crayons, colored pencils); laptops/tablets/smartphones (optional)	
Skills, Knowledge & Activity(s)	
Working in small groups: <ul style="list-style-type: none"> • Design a piece of rescue equipment that includes: <ul style="list-style-type: none"> • Purpose or use for the equipment • Equipment specs (i.e. length, width, weight, colors, etc) and material composition • Name of the new equipment • Functionality & Features (i.e. speed, power source, optional attachments, manner of control, maintenance requirements, etc) • How the equipment assists in the execution of the rescue 	
Examples of equipment to help in brainstorming & design:	
E.M.I.L.Y. EMILY Rescue Robot United States (emilyrobot.com)	
About MARSARS® Water Rescue Systems	

LESSON FIVE	TIME: 30-60 MINUTES
TOPIC(S): Develop a set of safety rules for a swimming pool facility and another set for a beach or similar open water environment; Design a water awareness and safety presentation to be given to a classroom of students; Role Play:	
Equipment	
Paper; writing utensils (markers, crayons, colored pencils); laptops/tablets/smartphones (optional)	
Skills, Knowledge & Activity(s)	
Working in small groups: <ul style="list-style-type: none"> • Develop a set of pool rules (at minimum 10 rules) to be posted in a swimming facility. • Design a water awareness and safety message that includes: <ul style="list-style-type: none"> • Identifying the type of swimming area • Identify the hazards and/or dangers specific to the area • Identify any safety equipment at or near the swimming area • Identify precautions swimmers should take in the area • Explain what to do in the case of an emergency 	

Sample Activities

UNDERSTANDING WATER FLOW	TIME: 20-40 MINUTES
TOPIC(S): Understand the flow of water and relate it to ocean or other open water currents (i.e. rip currents)	
Equipment	
PVC pipe with top half removed OR pool noodles with top half removed OR other long hollow objects; glue/waterproof tape/duct tape; jars/buckets/pitchers; water source; sloped or inclined area (use wood board if needed to create a slope)	
Skills, Knowledge & Activity(s)	
<ul style="list-style-type: none"> • Use materials to create a “river”, “current”, or other steady fast-moving flow of water • Use a bucket or other container to catch the water at the end of the flow • Place small objects in the water flow to simulate people or other objects in a current (i.e. rip current) • Align multiple “water flow” designs adjacent to one another to compare the rate of the water flow of each design • Adjust the slope(s) of the water flows to illustrate the change in flow rate(s) 	

TOSSING ACTIVITY	TIME: 20-40 MINUTES
TOPIC(S): Familiarize oneself with and practice the tossing motion that would be used in the case of a water-related emergency to deploy a ring buoy, life vest, or other flotation device	
Equipment	
Ring buoy with attached line OR water balloons OR athletic balls (basketballs, soccer balls, volleyballs, etc) OR empty gallon milk jugs (or similar empty plastic containers); open area (preferably outdoors); a swimming pool or other area with access to shallow water; 3 meters (~9 feet) of rope per empty milk jug	
Skills, Knowledge & Activity(s)	
<ul style="list-style-type: none"> • Practice tossing underhanded a ball back and forth between classmates starting at a distance of 1 meter (~3 feet) and moving further apart with each successive toss until approximately 3 meters (~9-10 feet) apart • Practice tossing underhanded a water balloon and forth between classmates starting at a distance of 1 meter (~3 feet) and moving further apart with each successive toss until approximately 3 meters (~9-10 feet) apart • Tie 3 meters (~9 feet) of rope to an empty milk jug • Fill the empty milk jug ¼ to ½ full of sand • Practice tossing underhanded the milk jug into the water and pulling it back to the pool or water’s edge • Practice tossing underhanded a ring buoy into the water and pulling it back to the pool or water’s edge 	

BUOYANCY**TIME: 20-40 MINUTES****TOPIC(S):** Understanding the principles of buoyancy; Understanding what can assist someone in trouble in the water;**Equipment**

Classroom, school, or household items; container to hold water (i.e. cooler, tub, pool); water source

Skills, Knowledge & Activity(s)

- Collect 3 items from around your classroom, school, or house (that CAN get wet) that you think can float
- Collect 3 items from around your classroom, school, or house (that CAN get wet) that you think cannot float
- Collect 2 items from around your classroom, school, or house (that CAN get wet) that you think can be used to assist a struggling swimmer

Safety on Water

What are three "survival swim strokes"?

- 1.) _____
- 2.) _____
- 3.) _____

Swimming Pools

Provide three general water awareness and safety rules/guidelines and/or best practices when around swimming pools:

- 1.) _____
- 2.) _____
- 3.) _____

What are two "need to knows" when visiting a swimming pool facility for the very first time?

- 1.) _____
- 2.) _____

Open Water Environments

List and describe three ways in which one can provide assistance to another who is struggling in the water:

- 1.) _____
- 2.) _____
- 3.) _____

Provide three general water awareness and safety rules/guidelines and/or best practices when around the ocean or other open water:

- 1.) _____
- 2.) _____
- 3.) _____

If you find yourself in trouble in the open water, what should you do to try to get help?

What should you do if you ever find yourself in a rip current?

What should you do if ever caught in a river current?

<hr/> <hr/>
Water Around the Home
What are two areas in or around your house that could present water-related dangers or hazards? 1.) _____ 2.) _____
What are two rules and/or guidelines related to backyard, at-home swimming pools? 1.) _____ 2.) _____
<hr/> <hr/>

REFLECTION & TASKS	TIME: ONGOING
Part I	
Today, I learned: <hr/> <hr/>	
Part II	
Today, I learned: <hr/> <hr/>	
Part III	
Today, I learned: <hr/> <hr/>	
Part IV	
Today, I learned: <hr/> <hr/>	
Part V	
Today, I learned: <hr/> <hr/>	

Other Resources

[Kids' Corner | Pool Safety](#)

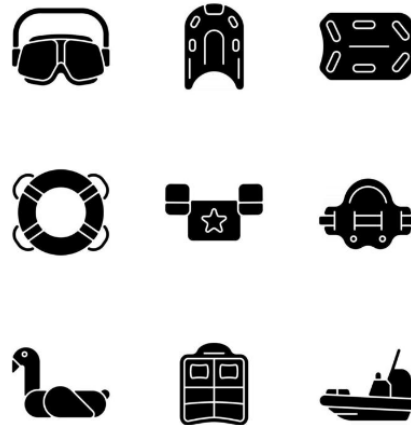
[DVD: Swimming , Lifesaving & Water Rescue in Natural Environments \(ENGLISH\) – Aguaseguras](#)

[Drowning Prevention | CDC](#)

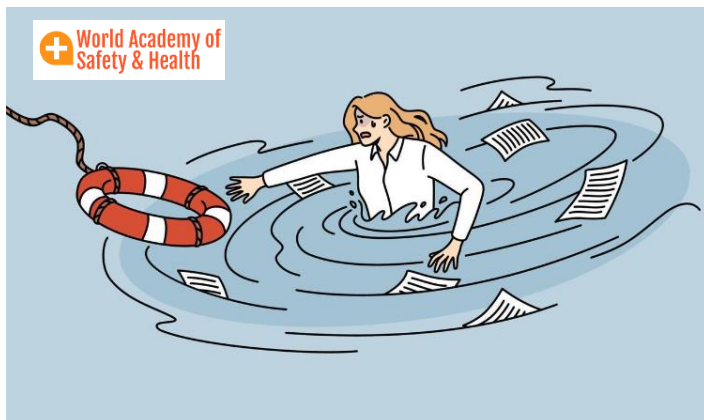
[Drowning Facts | Drowning Prevention | CDC](#)

[Water Safety Educational Resources - NDPA](#)

[Healthy Swimming/Recreational Water | Healthy Swimming | Healthy Water | CDC](#)



NO DIVING



**NO SWIMMING
ALLOWED**

Swim Lesson Instructor (SLI) Cross-Over Course

Purpose of Course

The World Academy of Safety & Health (WASH) Instructor Cross-Over Course is designed for swim lesson instructors with valid authorization/certification/license from a nationally or internationally recognized certifying body who wish to become Instructors of the World Academy of Safety & Health (WASH) Swim Lesson Instructor (SLI) program.

This is a self-paced course that is designed to be completed independently.

Course Requirements

- Submission of valid swim lesson instructor certificate (or equivalent) issued by another nationally recognized certifying body
- Successfully Self-Paced Online Swim Lesson Instructor (SLI) Cross-Over/Update Module if there have been program updates
- Review, in full, the WASH Swim Lesson certification program – including both the instructor and student manual; all course video clips; course slide presentations; quality assurance guidelines; program and course documents (i.e. instructors in the know, skills assessment form, final skill scoring rubric, student authorization request).
- Complete, sign and submit the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract*

Course Administrative Procedures

1. Register for the WASH Swim Lesson Instructor (SLI) Cross Over Course
2. [Submit](#) a copy of valid swim lesson instructor (or equivalent) authorization/certification/license from a nationally recognized certifying body
3. Once a of a valid lifeguard instructor authorization/certification/license from a nationally recognized certifying body is uploaded, you will receive an email with a link to access the Self-Paced Online Swim Lesson Instructor (SLI) Cross-Over Module
4. Complete full review of the WASH Swim Lesson Instructor (SLI) program
5. Complete, sign and submit the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract*

PART VI

Appendix A – Rubrics

PART VII

Participants								
SLI NAME: _____								
DATE/TIME: _____								
ATC: _____								
LOCATION: _____	I	2	3	4	5	6	7	8
Skills(s) BASIC								
Acclimation to water								
Assisted & gentle face & nose submersion								
Back float assisted								
ADVANCED								
Level I								
Roll face-up (roll-to-breathe) submerged assisted								
Come to surface from a submersion								
Independence from parent(s)								
Level II								
Roll face-up (roll-to-breathe) submerged unassisted								
Full submersion; roll face-up (roll-to-breathe); back float 20-30 seconds all unassisted								
Jumping or falling into the pool from edge with full submersion; roll face-up (roll-to-breathe); back float 20-30 seconds								

Instructional Lessons Rubric	Participants							
SLI NAME: _____ DATE/TIME: _____ ATC: _____ LOCATION: _____								
Skills(s)	I	2	3	4	5	6	7	8
PARENT-CHILD								
Level I								
Water entry with parent								
Blowing bubbles on the surface assisted								
Placing chin in the water								
Assisted with full support back float								
Assisted roll face-up								
Grab wall unassisted								
Front float with chin in water assisted								
Water exit with parent								
Level II								
Water entry assisted								
Blowing bubbles with face submerged assisted								
Placing chin in the water & blow bubbles								
Assisted with one hand supporting head back float								
Grab wall & crawl out of pool assisted								
Front float with chin in water & blow bubbles assisted								
Water exit assisted								
LIL TYKES								
Level I								
Water entry unassisted								
Blowing bubbles on the surface assisted								
Place full face in water & blow bubbles								
Roll face-up assisted								
Back float 8-10 seconds with unassisted recovery								
Back glide 5-10 feet assisted								
Front float 8-10 seconds with unassisted recovery								
Front glide assisted								
Water exit unassisted								
Level II								
Submerge full face unassisted to see bottom of pool								
Roll face-up unassisted								
Back float 11-20 seconds with unassisted recovery								
Back glide 11-15 feet unassisted								
Front float 11-20 seconds with unassisted recovery								
Front glide 5-10 feet unassisted								
Swim 5-10 feet assisted								
Level III								

Submerge full face to grab an object under water								
Elementary backstroke 10-15 feet unassisted								
Swim front stroke 10-15 feet unassisted								
Roll unassisted from belly to back & back to belly								
Swim 5-10 feet unassisted; float 11-20 seconds unassisted; swim 5-10 feet unassisted								
Demonstrate flutter kick; scissor kick; frog kick underwater								
Tread water unassisted 30-60 seconds								
INCLUSIVE								
Level I								
Swim front stroke 15-25 feet unassisted								
Swim elementary backstroke 15-25 feet unassisted								
Tread water unassisted for 60-80 seconds								
Dive entry from seated position on edge								
Combination of: 25 feet front crawl; roll from belly to back unassisted; 25 feet elementary back stroke; 1 minute treading water								
Demonstrate butterfly kick								
Level II								
Freestyle flip turn assisted								
Head-first entry from sitting r kneeling position on edge								
Swim freestyle 50 yards								
Swim backstroke 50 yards								
Swim breaststroke 50 yards								
Swim sidestroke 50 yards								
Swim butterfly 50 yards								
Freestyle flip turn - unassisted								
Backstroke flip turn unassisted								
Head-first entry from standing position on edge								

Instructional Lessons Rubric	Participants							
SLI NAME: _____ DATE/TIME: _____ ATC: _____ LOCATION: _____	1	2	3	4	5	6	7	8
Skills(s)								
Splashers								
Acclimation to water								
Water entry & exit unassisted								
Jumping or falling into the pool from edge with full submersion								
Back float unassisted 20-30 seconds								
Back glide unassisted								
Elementary backstroke 20-30 feet								
Jumping or falling into the pool from edge with full submersion; roll face-up; back float 20-30 seconds all unassisted								
Flippers								
Front glide unassisted								
Wall start; front glide; roll face-up; back float 20-30 seconds								
Flutter kick while streamlined with kickboard unassisted 20-30 feet								
Swim front stroke 10-15 feet; roll face-down; roll face-up; swim 10-15 feet to wall								
Beginner backstroke 10-15 yards unassisted								
Beginner freestyle 10-15 yards unassisted								
Fins								
Demonstrate side breathing								
Backstroke unassisted 200 yards								
Freestyle unassisted 200 yards								
Butterfly kick assisted or using kickboard 10-15 yards								
Tread water 1 minute unassisted using legs and arms								
Breaststroke 100 yards								
Butterfly 50 yards								
Flip & Open Turns unassisted								

Adult & Special Abilities Lessons Rubric	Participants							
SLI NAME: _____ DATE/TIME: _____ ATC: _____ LOCATION: _____	1	2	3	4	5	6	7	8
Skills(s)								
Adults								
Swim Concepts								
Back float unassisted 20-30 seconds								
Roll from face-down to face-up & vice-versa								
Any forward stroke 15-20 yards								
Head-first entry (seated, kneeling, or standing on edge)								
Any backward stroke 15-20 yards								
Demonstrate kicks: flutter, breaststroke, butterfly; egg-beater, scissor, frog								
Tread water with legs only 1 minute								
Swim Strokes								
Freestyle 25 yards								
Backstroke 25 yards								
Breaststroke 15-20 yards								
Butterfly 10-15 yards								
Demonstrate resting stroke – elementary backstroke 10-15 yards								
Demonstrate recovery stroke – sidestroke 10-15 yards								
Head-first entry from starting block (optional)								
Demonstrate side breathing								
Tread water with legs only 2 minutes								
Swim Exercise								
Freestyle 50 yards								
Backstroke 50 yards								
Breaststroke 50 yards								
Butterfly 20-30 yards								
Combo stroke – 25 yards continuous of each: freestyle, backstroke, butterfly								
Freestyle 25-50 yards & flip turn								
Backstroke 25-50 yards & flip turn								
Breaststroke 25-50 yards & open turn								
Head-first surface dive & retrieve object at bottom of pool								
Special Abilities								
Level I								
Swim Concepts								
Back float unassisted 20-30 seconds								
Roll from face-down to face-up & vice-versa								
Any forward stroke 15-20 yards								
Head-first entry (seated, kneeling, or standing on edge)								
Any backward stroke 15-20 yards								
Demonstrate kicks: flutter, breaststroke, butterfly; egg-beater, scissor, frog								

Tread water with legs only 1 minute								
Swim Strokes								
Freestyle 25 yards								
Backstroke 25 yards								
Breaststroke 15-20 yards								
Butterfly 10-15 yards								
Demonstrate resting stroke – elementary backstroke 10-15 yards								
Demonstrate recovery stroke – sidestroke 10-15 yards								
Head-first entry from starting block (optional)								
Demonstrate side breathing								
Tread water with legs only 2 minutes								
Swim Exercise								
Freestyle 50 yards								
Backstroke 50 yards								
Breaststroke 50 yards								
Butterfly 20-30 yards								
Combo stroke – 25 yards continuous of each: freestyle, backstroke, butterfly								
Freestyle 25-50 yards & flip turn								
Backstroke 25-50 yards & flip turn								
Breaststroke 25-50 yards & open turn								
Head-first surface dive & retrieve object at bottom of pool								
Level II								
Back float (assisted or unassisted)								
Face & nose submersion (assisted & unassisted)								
Full submersion (assisted or unassisted)								
Roll face-up (roll-to-breathe) on surface (assisted or unassisted)								
Roll face-up (roll-to-breathe) submerged (assisted or unassisted)								
Roll face-up (roll-to-breathe) & float 10-20 seconds unassisted								
Independence from parent(s) depending on participant age								
Level III								
Playing from pool's edge/deck: kicking, toys, splashing								
Safe water entries & exits								
Face & nose submersion assisted								
Blowing bubbles at surface								
Introduction of full submersion (face, nose, eyes, ears)								
Importance of safety in, on, and around the water (life jackets, sun protection, pool rules, calling 911/help, etc)								
Additional in-water sensory play activities (pool noodles, kickboards, etc)								

Appendix B – ATC & Instructor Online Portal Information

Instructor & Authorized Training Center (ATC) Portal:

Each World Academy of Safety & Health (WASH) Authorized Instructor and/or Authorized Training Center (ATC) will be issued unique login credentials for the WASH Portal. This portal contains:

- Course Slide Presentation(s)
- Course Video Clip(s)
- Forms & Documents for Delivering Courses
 - 'Instructors in the Know' Document
 - Course Outline(s)
 - WASH Swim Lesson Instructor (SLI) S.2 Instructor Manual
 - WASH Swim Lesson Instructor (SLI) S.1 Manual
 - Skills Assessment Form (SAF)
 - Student Authorization Request (SAR)
 - Written Final Exams & Answer Keys
- Administrative Documents & Information
 - Current Instructor Certifications
 - Certificates of Completion
 - Progress Reports
 - Authorized Training Center (ATC) Authorized Programs/Courses
 - Quality Assurance Guidelines
 - Price Lists
 - Optional Course Resources
 - Current Program Approvals
 - Course Feedback Form for Participants
- 'How To' Videos for Instructors and ATC Directors

ALL RESOURCES/DOCUMENTS/MANUALS AVAILABLE IN ENGLISH & SPANISH

***NEW AND UPDATED DOCUMENTS WILL BE ADDED TO THE PORTAL ON A REGULAR BASIS
PLEASE CHECK PRIOR TO TEACHING EACH COURSE***

Appendix C – Swim Lesson Instructor (SLI) Skills Assessment Form (SAF)



P.O. Box 311 Riderwood, MD 21139 Ph: 1-800-484-0419 E: admin@lifeguardcertifications.com Web: lifeguardcertifications.com

Swim Lesson Instructor (SLI) Skills Assessment Form (SAF)

STUDENT NAME: _____

Section/Chapter	Skill	Met Standard	Did Not Meet Standard	Notes:
I.Pre-Reqs	Course Pre-Requisites			
A.	Age Verification – 16 years of age			
B.	25 Yards Front Crawl Swim			
C.	25 Yards Back Crawl Swim			
D.	25 Yards Breaststroke Swim			
E.	25 Yards Butterfly Swim			
F.	25 Yards Side Stroke Swim			
G.	Tread Water for One (1) Minute			
H.	Back Float for One (1) Minute			

I.	Front Float for 10 seconds			
J.	25 Yards Elementary Backstroke			
K.	Dive Entry			
L.	Dive to Depth of Ten (10) Feet			

Instructor Name: _____ Date: _____

Instructor Signature: _____ Instructor Certification ID: _____

Instructor Training Center Affiliation: _____

Student Name: _____ Date: _____

Student Signature: _____

Appendix D – Swim Lesson Program & Level Entry Points

Swim Lesson Program Entry Points Chart		
Age	Skill Level(s)	Lesson Category & Level Starting Point
3-36 months	Water Acclimation	Basic Survival
	Water Submersion & Roll Face-Up	Advanced Survival
	Water Acclimation	Parent-Child Level One
	Assisted Back Float	Parent-Child Level Two
3-6 years	Water Acclimation	Instructional – Lil Tykes – Level One
	Roll Face-Up	Instructional – Lil Tykes- Level Two
	Front & Back Glides	Instructional – Lil Tykes – Level Three
6+ years	Tread Water; Flutter Kick; Basic Front Crawl	Instructional – Inclusive – Level One
	Basic Front Crawl; Basic Back Crawl; Basic Breaststroke; Butterfly Kick	Instructional – Inclusive - Level Two
8+ years	Back Float	Competition – Splashers
	Full Submersion; Back Glide; Basic Back Crawl	Competition – Flippers
15+ years	Tread Water; Basic Front Crawl; Basic Back Crawl; Basic Breaststroke; Basic Flip Turn; Butterfly Kick	Competition - Fins
Adult	Customize lesson(s) based upon assessment of current skill level(s)	
Special Abilities	Customize lesson(s) based upon assessment of current skill level(s) & desired outcome. Modified Certificates of Completion are available in the ATC Online Portal	

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Biography of President



Jeff Dudley founded World Academy of Safety & Health (WASH) in 2020 in an effort to reduce water-related accidents by providing affordable, accessible and flexible training option to all populations. He has worked in aquatics since 1990. During this time, he served as Aquatics Director for Seapointe Village; Training Officer, Medic and Ocean Rescue Lieutenant for the Borough of Cape May Point; Official for the United States Lifesaving Association (USLA) National Lifeguard Championships; and has delivered lifeguard and lifesaving training and in-services across the world to pool and ocean lifeguards; police departments; 911 operators; and fire and EMS departments.

He holds both a bachelor's and master's degree as well as certifications across multiple states in special education, teacher of sciences, administrator I and II. He has worked as an educational professional since 1998 and has held positions of Teacher, Director of Athletics, Dean, Principal, and Head of School in both public and private settings. Dudley has been selected to serve on several regional and national school accreditation review committees.

Dudley lives in Baltimore County, Maryland.

