FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

BUILDING STRONG AND CONFIDENT SWIMMERS

Every day, in communities all across the United States, people discover the Y through aquatic programs. As a Swim Instructor, you play an essential role in transforming those individuals from people who know the Y (the Y is where I go to swim) into people who love the Y (the Y is a nonprofit that invests in me and my community). In addition, through your work, you have the opportunity to fundamentally impact people's lives for the better, teaching them how to stay safe around water and helping them develop skills that will keep them physically active for a lifetime.

The Y is America's swim instructor. As such, we consider it a priority, and a responsibility, to prevent drowning and improve health outcomes by cultivating physical, cognitive, and social-emotional well-being through swimming. Swimming fosters connection among and with people of all dimensions of diversity and increases their sense of access, inclusion, and engagement. The pool can be a place where communities come together and bridges are built. You help make that happen! And this toolkit is designed to support you in doing so.

YMCA SWIM LESSONS CURRICULUM AND TRAINING

The YMCA Swim Lessons curriculum presented in this toolkit was informed by extensive research, consisting of surveys, interviews, expert panels, and focus groups, into the needs and priorities of the Y Movement. The skill-based approach is designed to meet the needs of local Ys and the people they serve in a variety of ways:

- It welcomes students of varying and diverse abilities, ensuring everyone feels like they belong.
- It fosters a sense of achievement from the start.
- It emphasizes group activities that encourage relationship building.
- It is grounded in a skill continuum that allows students to flow easily from one skill to the next, with clearly defined stages of progress along the way.

The toolkit contains

- overview resources to help you understand the full curriculum and
- tools to help you implement it.

The following page illustrates the resources and tools available to you.

In addition, YMCA of the USA (Y-USA) offers comprehensive instructor training. The courses that make up the training teach you how to help students achieve new skills and create an environment in which diverse individuals can come together to build friendships and feel a sense of belonging:

eLearnings

- Principles of Youth Development
- YMCA Swim Lessons Instructor V6: Orientation
- YMCA Swim Lessons Instructor V6: Observe and Communicate

Classroom Courses

- YMCA Swim Lessons Instructor V6

At the Y, we have made a promise to strengthen community through youth development, healthy living, and social responsibility. Fulfilling this promise begins with leaders like you, in every YMCA across the country, who understand our promise and your role in fulfilling it.

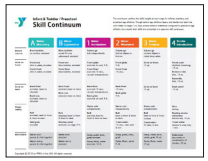
Swim Instructor Toolkit

ORIENT



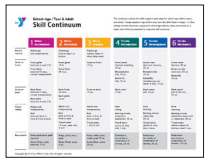
Program Overview

Provides a visual overview of the YMCA Swim Lessons program, including the eight stages that make up the curriculum



Infant & Toddler / Preschool Skill Continuum

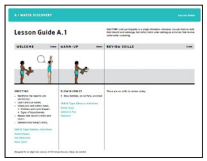
Lists the skills taught in each stage offered to infants, toddlers, and preschoolers



School-Age / Teen & Adult Skill Continuum

Lists the skills taught in each stage offered to school-age children, teens, and adults

PREPARE & TEACH



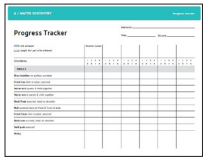
Lesson Guides

Offer a quick guide to teaching swim lessons at the Y



Stage Overview

Gives an overview of the skills taught in a particular stage and when to teach them



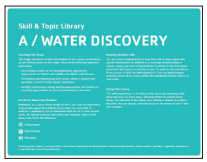
Progress Tracker

Helps you track progress so it can be shared with students and their families



Session Planner

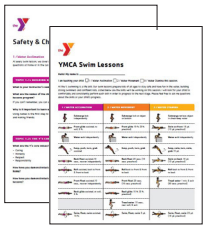
Allows you to adapt the curriculum to the abilities of your students



Skill & Topic Library

Contains detailed information on how to teach skills and topics

COMMUNICATE



Family Welcome Letter / Safety & Character Topics

Help you connect with families on the first day and engage them throughout the session



Mid-Session Report

Allows you to communicate student progress to students and their families midway through the session



Home Activities

Reinforces skills students may be struggling with by walking them through activities they can do at home to develop that skill



Certificate of Achievement

Celebrates the skills students have achieved and identifies the next step in their continued progress

All tools can be found on Exchange (yexchange.org).

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Program Overview

SWIM STARTERS

Parent* & child lessons

A Water Discovery



Introduces infants and toddlers to the aquatic environment

B Water Exploration



Focuses on exploring body positions, blowing bubbles, and fundamental safety and aquatic skills

Outcomes

Accompanied by a parent, infants and toddlers learn to be comfortable in the water and develop swim readiness skills through fun and confidence-building experiences, while parents learn about water safety, drowning prevention, and the importance of supervision.

SWIM BASICS (Safety Around Water)

Recommended skills for all to have around water

1 Water Acclimation



Increases comfort with underwater exploration and introduces basic self-rescue skills performed with assistance

2 Water Movement



Encourages forward movement in water and basic self-rescue skills performed independently

3 Water Stamina



Develops intermediate self-rescue skills performed at longer distances than in previous stages

Outcomes

Students learn personal water safety and achieve basic swimming competency by learning two benchmark skills:

- Swim, float, swim—sequencing front glide, roll, back float, roll, front glide, and exit
- Jump, push, turn, grab

SWIM STROKES

Skills to support a healthy lifestyle

4 Stroke Introduction



Introduces basic stroke technique in front crawl and back crawl and reinforces water safety through treading water and elementary backstroke

5 Stroke Development



Introduces breaststroke and butterfly and reinforces water safety through treading water and sidestroke

6 Stroke Mechanics



Refines stroke technique on all major competitive strokes and encourages swimming as part of a healthy lifestyle

Outcomes

Having mastered the fundamentals, students learn additional water safety skills and build stroke technique, developing skills that prevent chronic disease, increase social-emotional and cognitive well-being, and foster a lifetime of physical activity.

PATHWAYS

Specialized tracks

- Competition
- Leadership
- Recreation

Outcomes

Students build confidence, cultivate their passion, and stay active through specialized tracks.

*We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

Stages of Learning

Infant & Toddler
6 mos.–3 yrs.
Stages A–B

Preschool
3–5 yrs.
Stages 1–4

School Age
5–12 yrs.
Stages 1–6

Teen & Adult
12+ yrs.
Stages 1–6

SWIM STARTERS
Parent & child lessons

A Water Discovery

Blow bubbles
on surface, assisted

Front tow
chin in water, assisted

Water exit
parent & child together

Water entry
parent & child together

Back float
assisted, head on shoulder

Roll
assisted

Front float
chin in water, assisted

Back tow
assisted, head on shoulder

Wall grab
assisted

B Water Exploration

Blow bubbles
mouth & nose submerged, assisted

Front tow
blow bubbles, assisted

Water exit
assisted

Water entry
assisted

Back float
assisted, head on chest

Roll
assisted

Front float
blow bubbles, assisted

Back tow
assisted, head on chest

Monkey crawl
assisted, on edge, 5 ft.

SWIM BASICS
Recommended skills for all to have around water

1 Water Acclimation

Submerge
bob independently

Front glide
assisted, to wall, 5 ft.

Water exit
independently

Jump, push, turn, grab
assisted

Back float
assisted, 10 secs., recover independently

Roll
assisted

Front float
assisted, 10 secs., recover independently

Back glide
assisted, at wall, 5 ft.

Swim, float, swim
assisted, 10 ft.

2 Water Movement

Submerge
look at object on bottom

Front glide
10 ft. (5 ft. preschool)

Water exit
independently

Jump, push, turn, grab

Back float
20 secs. (10 secs. preschool)

Roll

Front float
20 secs. (10 secs. preschool)

Back glide
10 ft. (5 ft. preschool)

Tread water
10 secs., near wall, & exit

Swim, float, swim
5 yd.

3 Water Stamina

Submerge
retrieve object in chest-deep water

Swim on front
15 yd. (10 yd. preschool)

Water exit
independently

Jump, swim, turn, swim, grab
10 yd.

Swim on back
15 yd. (10 yd. preschool)

Roll

Tread water
1 min. & exit (30 secs. preschool)

Swim, float, swim
25 yd. (15 yd. preschool)

SWIM STROKES
Skills to support a healthy lifestyle

4 Stroke Introduction

Endurance
any stroke or combination of strokes, 25 yd.

Front crawl
rotary breathing, 15 yd.

Back crawl
15 yd.

Dive
sitting

Resting stroke
elementary backstroke, 15 yd.

Tread water
scissor & whip kick, 1 min.

Breaststroke
kick, 15 yd.

Butterfly
kick, 15 yd.

5 Stroke Development

Endurance
any stroke or combination of strokes, 50 yd.

Front crawl
bent-arm recovery, 25 yd.

Back crawl
pull, 25 yd.

Dive
kneeling

Resting stroke
sidestroke, 25 yd.

Tread water
scissor & whip kick, 2 mins.

Breaststroke
25 yd.

Butterfly
simultaneous arm action & kick, 15 yd.

6 Stroke Mechanics

Endurance
any stroke or combination of strokes, 150 yd.

Front crawl
flip turn, 50 yd.

Back crawl
pull & flip turn, 50 yd.

Dive
standing

Resting stroke
elementary backstroke or sidestroke, 50 yd.

Tread water
retrieve object off bottom, tread 1 min.

Breaststroke
open turn, 50 yd.

Butterfly
25 yd.

PATHWAYS
Specialized tracks

- Competition
- Leadership
- Recreation

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Infant & Toddler / Preschool

Skill Continuum

This continuum outlines the skills taught at each stage for infants, toddlers, and preschool-age children. Though school-age children, teens, and adults also learn the skills listed in stages 1–4, they achieve distinct milestones compared to preschool-age children. As a result, their skills are presented in a separate skill continuum.

	A Water Discovery	B Water Exploration	1 Water Acclimation	2 Water Movement	3 Water Stamina	4 Stroke Introduction
Breath control	**Blow bubbles** on surface, assisted	**Blow bubbles** mouth & nose submerged, assisted	**Submerge** bob independently	**Submerge** look at object on bottom	**Submerge** retrieve object in chest-deep water	
Swim on front	**Front tow** chin in water, assisted **Front float** chin in water, assisted	**Front tow** blow bubbles, assisted **Front float** blow bubbles, assisted	**Front glide** assisted, to wall, 5 ft. **Front float** assisted,10 secs., recover independently	**Front glide** 5 ft. **Front float** 10 secs.	**Swim on front** 10 yd.	**Front crawl** rotary breathing, 15 yd. **Breaststroke** kick, 15 yd. **Butterfly** kick, 15 yd.
Swim on back	**Back float** assisted, head on shoulder **Back tow** assisted, head on shoulder	**Back float** assisted, head on chest **Back tow** assisted, head on chest	**Back float** assisted,10 secs., recover independently **Back glide** assisted, at wall, 5 ft.	**Back float** 10 secs. **Back glide** 5 ft.	**Swim on back** 10 yd.	**Back crawl** 15 yd.
Water safety	**Roll** assisted, back to front & front to back **Wall grab** assisted	**Roll** assisted, back to front & front to back **Monkey crawl** assisted, on edge, 5 ft.	**Water exit** independently **Roll** assisted, back to front & front to back	**Water exit** independently **Roll** back to front & front to back **Tread water** 10 secs., near wall, & exit	**Water exit** independently **Roll** back to front & front to back **Tread water** 30 secs. & exit	**Dive** sitting **Resting stroke** elementary backstroke, 15 yd. **Tread water** scissor & whip kick, 1 min.
Benchmark	**Water exit** parent & child together **Water entry** parent & child together	**Water exit** assisted **Water entry** assisted	**Jump, push, turn, grab** assisted **Swim, float, swim** assisted, 10 ft.	**Jump, push, turn, grab** **Swim, float, swim** 5 yd.	**Jump, swim, turn, swim, grab** 10 yd. **Swim, float, swim** 15 yd.	**Endurance** any stroke or combination of strokes, 25 yd.

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School-Age / Teen & Adult

Skill Continuum

This continuum outlines the skills taught at each stage for school-age children, teens, and adults. Though preschool-age children also learn the skills listed in stages 1–4, they achieve distinct milestones compared to school-age children, teens, and adults. As a result, their skills are presented in a separate skill continuum.

	1 Water Acclimation	2 Water Movement	3 Water Stamina	4 Stroke Introduction	5 Stroke Development	6 Stroke Mechanics
Breath control	**Submerge** bob independently	**Submerge** look at object on bottom	**Submerge** retrieve object In chest-deep water			
Swim on front	**Front glide** assisted, to wall, 5 ft. **Front float** assisted,10 secs., recover independently	**Front glide** 10 ft. **Front float** 20 secs.	**Swim on front** 15 yd.	**Front crawl** rotary breathing, 15 yd. **Breaststroke** kick, 15 yd. **Butterfly** kick, 15 yd.	**Front crawl** bent-arm recovery, 25 yd. **Breaststroke** 25 yd. **Butterfly** simultaneous arm action & kick, 15 yd.	**Front crawl** flip turn, 50 yd. **Breaststroke** open turn, 50 yd. **Butterfly** 25 yd.
Swim on back	**Back float** assisted,10 secs., recover independently **Back glide** assisted, at wall, 5 ft.	**Back float** 20 secs. **Back glide** 10 ft.	**Swim on back** 15 yd.	**Back crawl** 15 yd.	**Back crawl** pull, 25 yd.	**Back crawl** pull & flip turn, 50 yd.
Water safety	**Water exit** independently **Roll** assisted, back to front & front to back	**Water exit** independently **Roll** back to front & front to back **Tread water** 10 secs., near wall, & exit	**Water exit** independently **Roll** back to front & front to back **Tread water** 1 min. & exit	**Dive** sitting **Resting stroke** elementary backstroke, 15 yd. **Tread water** scissor & whip kick, 1 min.	**Dive** kneeling **Resting stroke** sidestroke, 25 yd. **Tread water** scissor & whip kick, 2 mins.	**Dive** standing **Resting stroke** elementary backstroke or sidestroke, 50 yd. **Tread water** retrieve object off bottom, tread 1 min.
Benchmark	**Jump, push, turn, grab** assisted **Swim, float, swim** assisted, 10 ft.	**Jump, push, turn, grab** **Swim, float, swim** 5 yd.	**Jump, swim, turn, swim, grab** 10 yd. **Swim, float, swim** 25 yd.	**Endurance** any stroke or combination of strokes, 25 yd.	**Endurance** any stroke or combination of strokes, 50 yd.	**Endurance** any stroke or combination of strokes, 150 yd.

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Progress Tracker

Instructor: _____

⊠ achieved ⧄ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Blow bubbles on surface, assisted						
Front tow chin in water, assisted						
Water exit parent & child together						
Water entry parent & child together						
Back float assisted, head on shoulder						
Roll assisted, back to front & front to back						
Front float chin in water, assisted						
Back tow assisted, head on shoulder						
Wall grab assisted						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic A.1 / Ask Permission						
Topic A.2 / Swim Attire						
Topic A.3 / Safe Swim Area						
Topic A.4 / Lifeguards						
Topic A.5 / Drowning						
Topic A.6 / Life Jackets						
Topic A.7 / Rescue Breathing						
Topic A.8 / Backyard Pools						
NEXT STAGE SHOULD BE						
A / Water Discovery						
B / Water Exploration						
Other:						

Progress Tracker

Instructor: _____

☒ achieved ⧄ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Blow bubbles mouth & nose submerged, assisted						
Front tow blow bubbles, assisted						
Water exit assisted						
Water entry assisted						
Back float assisted, head on chest						
Roll assisted, back to front & front to back						
Front float blow bubbles, assisted						
Back tow assisted, head on chest						
Monkey crawl assisted, on edge, 5 ft.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic B.1 / Ask Permission						
Topic B.2 / Swim Attire						
Topic B.3 / Safe Swim Area						
Topic B.4 / Life Jackets						
Topic B.5 / Reach or Throw, Don't Go						
Topic B.6 / Hypothermia						
Topic B.7 / Choking						
Topic B.8 / Beaches						
NEXT STAGE SHOULD BE						
B / Water Exploration						
1 / Water Acclimation						
Other:						

Progress Tracker

Instructor: _____

⊠ achieved ⊘ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Submerge bob independently						
Front glide assisted, to wall, 5 ft.						
Water exit independently						
Jump, push, turn, grab assisted						
Back float assisted, 10 secs., recover independently						
Roll assisted, back to front & front to back						
Front float assisted, 10 secs., recover independently						
Back glide assisted, at wall, 5 ft.						
Swim, float, swim assisted, 10 ft.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 1.1 / Building Relationships						
Topic 1.2 / The Y's Core Values						
Topic 1.3 / Lifeguards						
Topic 1.4 / Benchmark Skills						
Topic 1.5 / Supervision						
Topic 1.6 / Reach or Throw, Don't Go						
Topic 1.7 / Life Jackets						
Topic 1.8 / Safe Swim Area						
NEXT STAGE SHOULD BE						
1 / Water Acclimation						
2 / Water Movement						
Other:						

Progress Tracker

Instructor: _____

⊠ achieved ⧸ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Submerge look at object on bottom						
Front glide 10 ft. (5 ft. preschool)						
Water exit independently						
Jump, push, turn, grab						
Back float 20 secs. (10 secs. preschool)						
Roll back to front & front to back						
Front float 20 secs. (10 secs. preschool)						
Back glide 10 ft. (5 ft. preschool)						
Tread water 10 secs., near wall, & exit						
Swim, float, swim 5 yd.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 2.1 / Building Relationships						
Topic 2.2 / The Y's Core Values						
Topic 2.3 / Find Help						
Topic 2.4 / Benchmark Skills						
Topic 2.5 / Supervision						
Topic 2.6 / Life Jackets						
Topic 2.7 / Reach or Throw, Don't Go						
Topic 2.8 / Backyard Pools						
NEXT STAGE SHOULD BE						
2 / Water Movement						
3 / Water Stamina						
Other:						

Progress Tracker

Instructor: _____

achieved taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Submerge retrieve object in chest-deep water						
Swim on front 15 yd. (10 yd. preschool)						
Water exit independently						
Jump, swim, turn, swim, grab 10 yd.						
Swim on back 15 yd. (10 yd. preschool)						
Roll back to front & front to back						
Tread water 1 min. & exit (30 secs. preschool)						
Swim, float, swim 25 yd. (15 yd. preschool)						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 3.1 / Building Relationships						
Topic 3.2 / The Y's Core Values						
Topic 3.3 / Sun Safety						
Topic 3.4 / Benchmark Skills						
Topic 3.5 / Life Jackets						
Topic 3.6 / Supervision						
Topic 3.7 / Call 911						
Topic 3.8 / Pool Drains						
NEXT STAGE SHOULD BE						
3 / Water Stamina						
4 / Stroke Introduction						
Other:						

Progress Tracker

Instructor: _____

☒ achieved ⧸ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Endurance any stroke or combination of strokes, 25 yd.						
Front crawl rotary breathing, 15 yd.						
Back crawl 15 yd.						
Dive sitting						
Resting stroke elementary backstroke, 15 yd.						
Tread water scissor & whip kick, 1 min.						
Breaststroke kick, 15 yd.						
Butterfly kick, 15 yd.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 4.1 / Weather						
Topic 4.2 / First Aid						
Topic 4.3 / Hypoxic Blackout						
Topic 4.4 / Open Water						
Topic 4.5 / Goal Setting						
Topic 4.6 / Heart Rate						
Topic 4.7 / Nutrition						
Topic 4.8 / Boating						
NEXT STAGE SHOULD BE						
4 / Stroke Introduction						
5 / Stroke Development						
Other:						

Progress Tracker

Instructor: _____

☒ achieved ⧄ taught, but yet to be achieved

Time: _____ Session: _____

Student names:						
Attendance:	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
SKILLS						
Endurance any stroke or combination of strokes, 50 yd.						
Front crawl bent-arm recovery, 25 yd.						
Back crawl pull, 25 yd.						
Dive kneeling						
Resting stroke sidestroke, 25 yd.						
Tread water scissor & whip kick, 2 mins.						
Breaststroke 25 yd.						
Butterfly simultaneous arm action & kick, 15 yd.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 5.1 / HELP Technique						
Topic 5.2 / Shock						
Topic 5.3 / Hypoxic Blackout						
Topic 5.4 / Huddle Position						
Topic 5.5 / Goal Setting						
Topic 5.6 / Abdominal Thrusts						
Topic 5.7 / Rest & Relaxation						
Topic 5.8 / Water Parks						
NEXT STAGE SHOULD BE						
5 / Stroke Development						
6 / Stroke Mechanics						
Other:						

Progress Tracker

Instructor: _____

☒ achieved ⧸ taught, but yet to be achieved

Time: _____ Session: _____

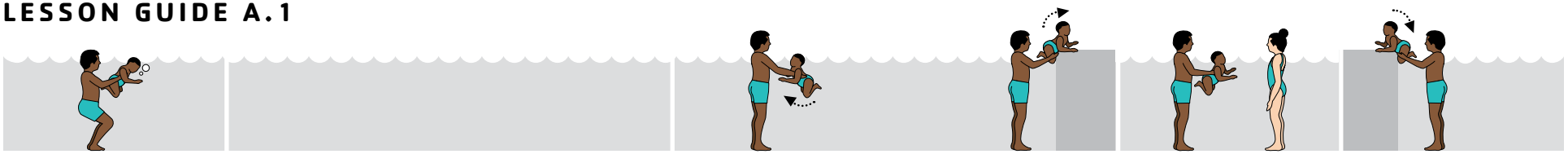
Student names:						
Attendance:						
SKILLS						
Endurance any stroke or combination of strokes, 150 yd.						
Front crawl flip turn, 50 yd.						
Back crawl pull & flip turn, 50 yd.						
Dive standing						
Resting stroke elementary backstroke or sidestroke, 50 yd.						
Tread water retrieve object off bottom, tread 1 min.						
Breaststroke open turn, 50 yd.						
Butterfly 25 yd.						
Notes:						

Progress Tracker continued

Student names:						
TOPICS						
Topic 6.1 / Hypothermia						
Topic 6.2 / Rescue Breathing						
Topic 6.3 / Hypoxic Blackout						
Topic 6.4 / Benchmark Skills						
Topic 6.5 / Goal Setting						
Topic 6.6 / CPR						
Topic 6.7 / Physical Activity						
Topic 6.8 / Cramps						
NEXT STAGE SHOULD BE						
6 / Stroke Mechanics						
Other:						

Water Discovery Overview

LESSON GUIDE A.1



Warm-up Blow bubbles, on surface, assisted

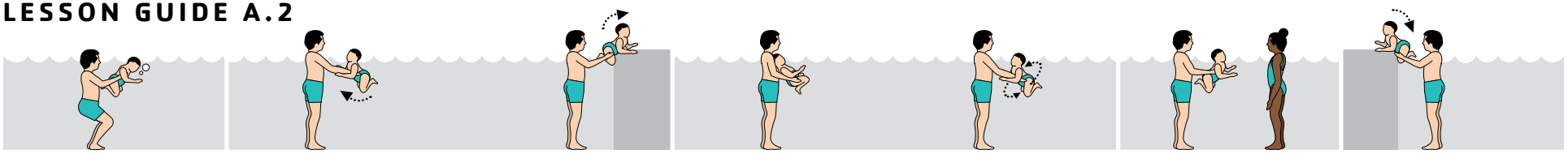
No skills to **review**

Introduce & sequence Front tow, chin in water, assisted / Water exit, parent & child together

Topic A.1 Ask Permission

Wrap-up Water entry, parent & child together

LESSON GUIDE A.2



Warm-up Blow bubbles, on surface, assisted

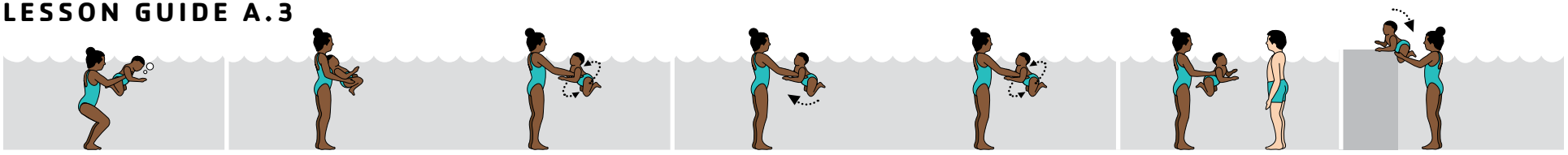
Review Front tow, chin in water, assisted / Water exit, parent & child together

Introduce & sequence Back float, assisted, head on shoulder / Roll, assisted

Topic A.2 Swim Attire

Wrap-up Water entry, parent & child together

LESSON GUIDE A.3



Warm-up Blow bubbles, on surface, assisted

Review Back float, assisted, head on shoulder / Roll, assisted

Introduce & sequence Front tow, chin in water, assisted / Roll, assisted

Topic A.3 Safe Swim Area

Wrap-up Water entry, parent & child together

LESSON GUIDE A.4



Warm-up Blow bubbles, on surface, assisted

Review Front tow, chin in water, assisted / Roll, assisted

Introduce & sequence Front float, chin in water, assisted / Back tow, assisted, head on shoulder

Topic A.4 Lifeguards

Wrap-up Water entry, parent & child together

Water Discovery Overview continued

LESSON GUIDE A.5



Warm-up Blow bubbles, on surface, assisted

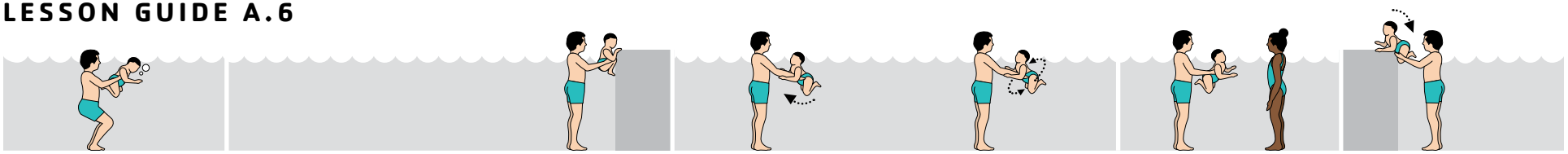
Review Front float, chin in water, assisted / Back tow, assisted, head on shoulder

Introduce & sequence Wall grab, assisted

Topic A.5 Drowning

Wrap-up Water entry, parent & child together

LESSON GUIDE A.6



Warm-up Blow bubbles, on surface, assisted

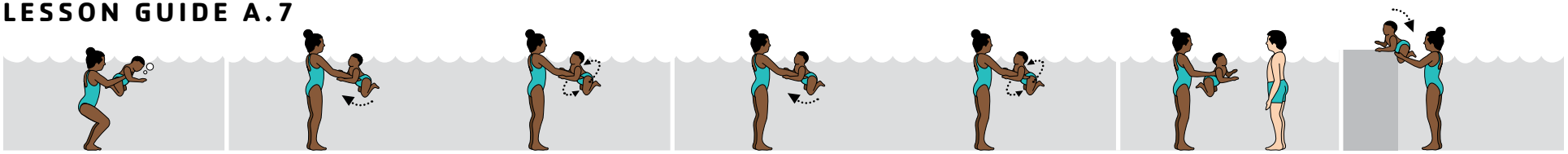
Review Wall grab, assisted

Introduce & sequence Any skill

Topic A.6 Life Jackets

Wrap-up Water entry, parent & child together

LESSON GUIDE A.7



Warm-up Blow bubbles, on surface, assisted

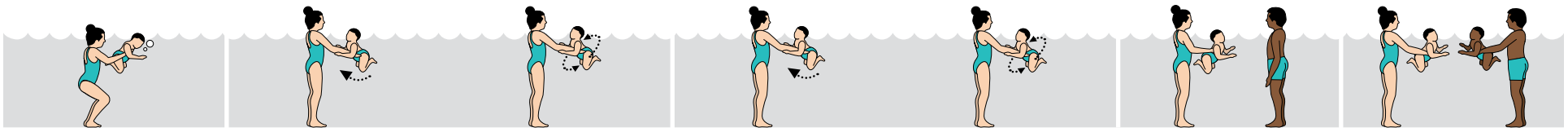
Review Any skill

Introduce & sequence Any skill

Topic A.7 Rescue Breathing

Wrap-up Water entry, parent & child together

LESSON GUIDE A.8



Warm-up Blow bubbles, on surface, assisted

Review Any skill

Introduce & sequence Any skill

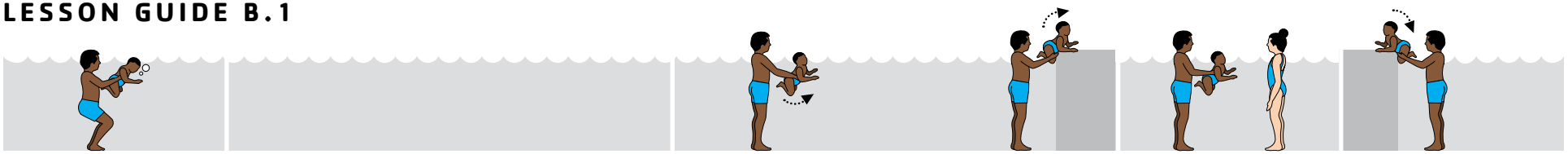
Topic A.8 Backyard Pools

Wrap-up Group game

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Water Exploration Overview

LESSON GUIDE B.1



Warm-up Blow bubbles, mouth & nose submerged, assisted

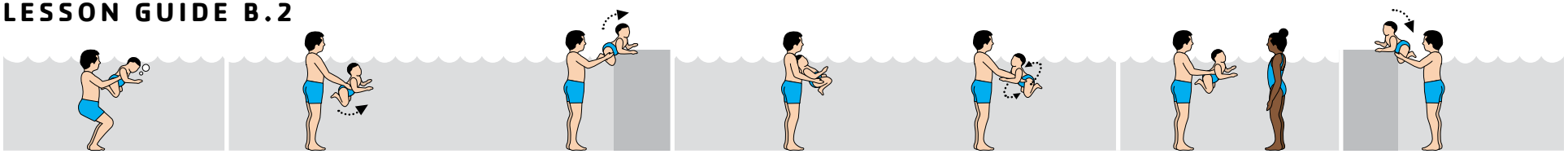
No skills to **review**

Introduce & sequence Front tow, blow bubbles, assisted / Water exit, assisted

Topic B.1 Ask Permission

Wrap-up Water entry, assisted

LESSON GUIDE B.2



Warm-up Blow bubbles, mouth & nose submerged, assisted

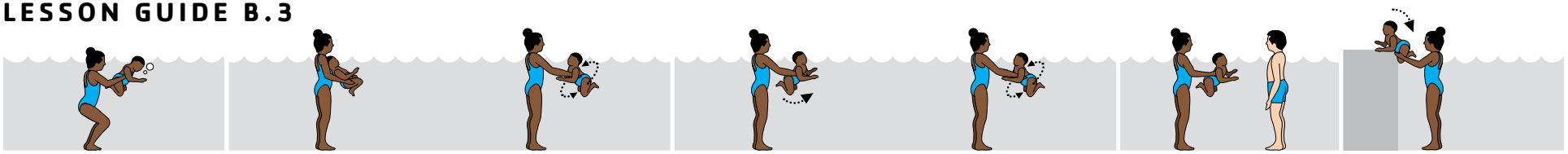
Review Front tow, blow bubbles, assisted / Water exit, assisted

Introduce & sequence Back float, assisted, head on chest / Roll, assisted

Topic B.2 Swim Attire

Wrap-up Water entry, assisted

LESSON GUIDE B.3



Warm-up Blow bubbles, mouth & nose submerged, assisted

Review Back float, assisted, head on chest / Roll, assisted

Introduce & sequence Front tow, blow bubbles, assisted / Roll, assisted

Topic B.3 Safe Swim Area

Wrap-up Water entry, assisted

LESSON GUIDE B.4



Warm-up Blow bubbles, mouth & nose submerged, assisted

Review Front tow, blow bubbles, assisted / Roll, assisted

Introduce & sequence Front float, blow bubbles, assisted / Back tow, assisted, head on chest

Topic B.4 Life Jackets

Wrap-up Water entry, assisted

Water Exploration Overview continued

LESSON GUIDE B.5



Warm-up Blow bubbles, mouth & nose submerged, assisted

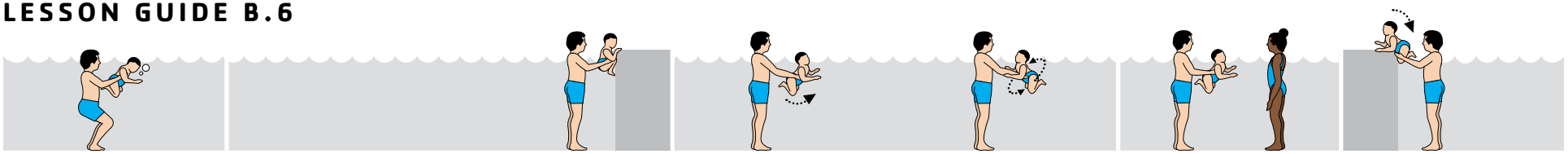
Review Front float, blow bubbles, assisted / Back tow, assisted, head on chest

Introduce & sequence Monkey crawl, assisted, on edge, 5 ft.

Topic B.5 Reach or Throw, Don't Go

Wrap-up Water entry, assisted

LESSON GUIDE B.6



Warm-up Blow bubbles, mouth & nose submerged, assisted

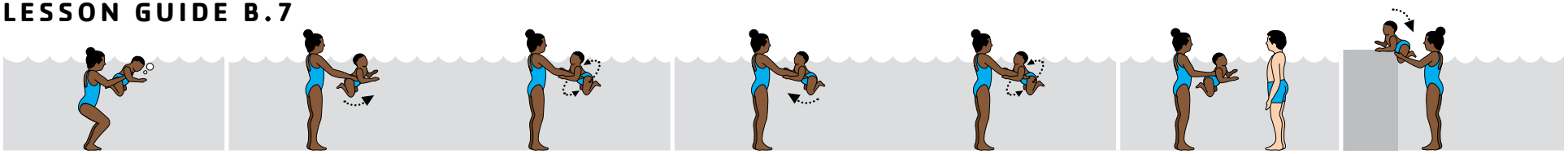
Review Monkey crawl, assisted, on edge, 5 ft.

Introduce & sequence Any skill

Topic B.6 Hypothermia

Wrap-up Water entry, assisted

LESSON GUIDE B.7



Warm-up Blow bubbles, mouth & nose submerged, assisted

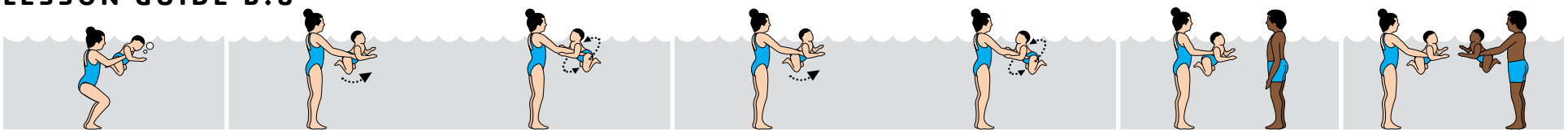
Review Any skill

Introduce & sequence Any skill

Topic B.7 Choking

Wrap-up Water entry, assisted

LESSON GUIDE B.8



Warm-up Blow bubbles, mouth & nose submerged, assisted

Review Any skill

Introduce & sequence Any skill

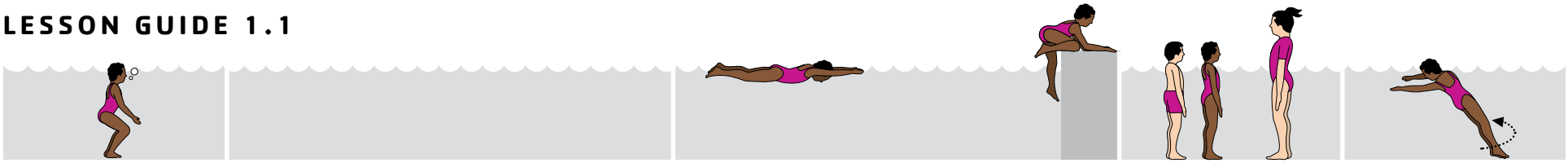
Topic B.8 Beaches

Wrap-up Group game

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Water Acclimation Overview

LESSON GUIDE 1.1



Warm-up Submerge, bob independently

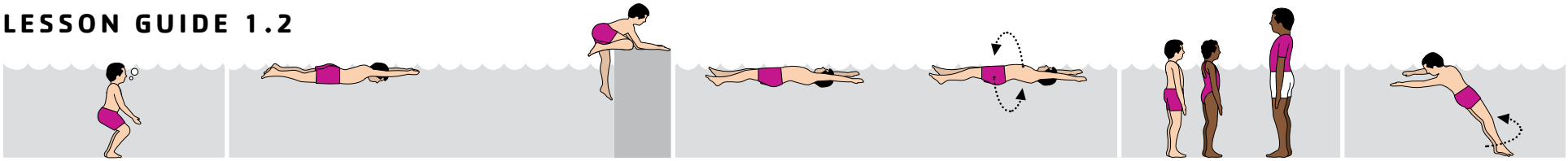
No skills to **review**

Introduce & sequence Front glide, assisted, to wall, 5 ft. / Water exit, independently

Topic 1.1 Building Relationships

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.2



Warm-up Submerge, bob independently

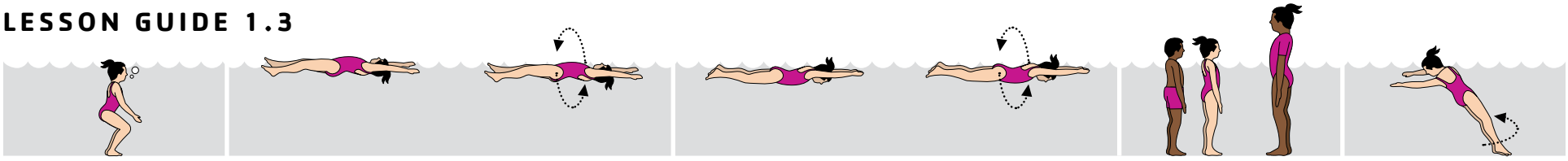
Review Front glide, assisted, to wall, 5 ft. / Water exit, independently

Introduce & sequence Back float, assisted, 10 secs., recover independently / Roll, assisted

Topic 1.2 The Y's Core Values

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.3



Warm-up Submerge, bob independently

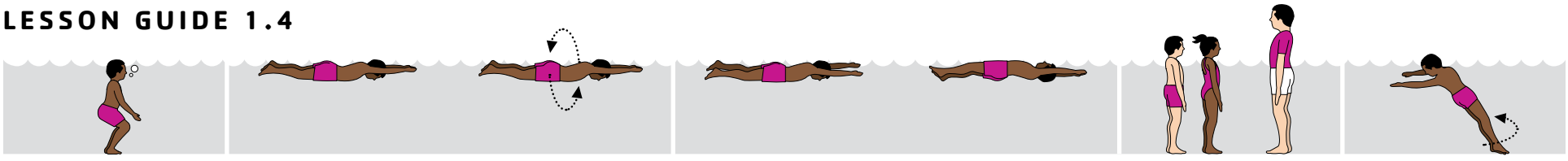
Review Back float, assisted, 10 secs., recover independently / Roll, assisted

Introduce & sequence Front glide, assisted, to wall, 5 ft. / Roll, assisted

Topic 1.3 Lifeguards

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.4



Warm-up Submerge, bob independently

Review Front glide, assisted, to wall, 5 ft. / Roll, assisted

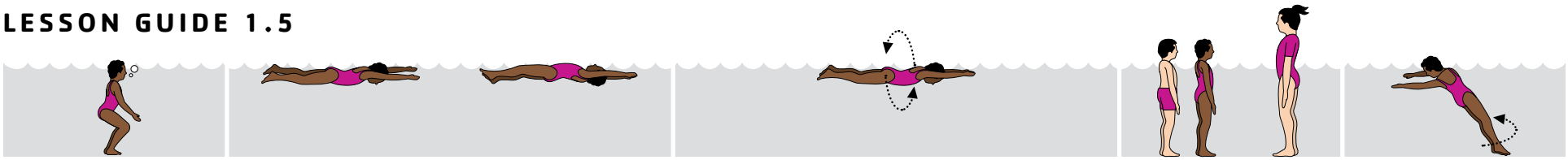
Introduce & sequence Front float, assisted, 10 secs., recover independently / Back glide, assisted, at wall, 5 ft.

Topic 1.4 Benchmark Skills

Wrap-up Jump, push, turn, grab, assisted

Water Acclimation Overview continued

LESSON GUIDE 1.5



Warm-up Submerge, bob independently

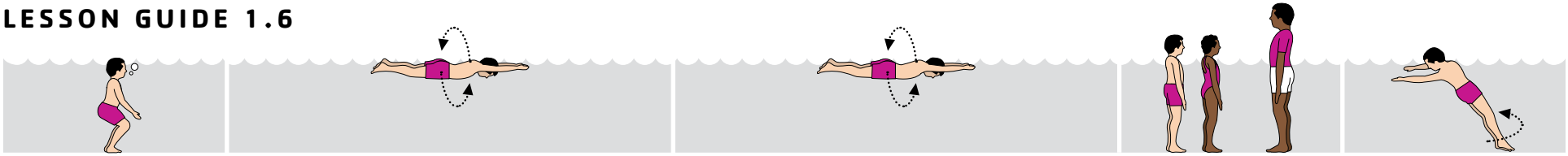
Review Front float, assisted, 10 secs., recover independently / Back glide, assisted, at wall, 5 ft.

Introduce & sequence Any skill

Topic 1.5 Supervision

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.6



Warm-up Submerge, bob independently

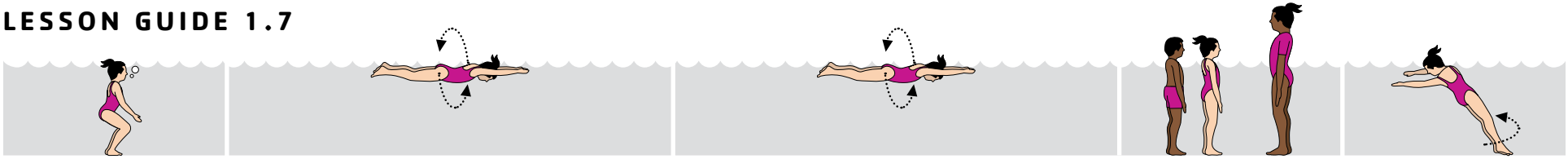
Review Any skill

Introduce & sequence Any skill

Topic 1.6 Reach or Throw, Don't Go

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.7



Warm-up Submerge, bob independently

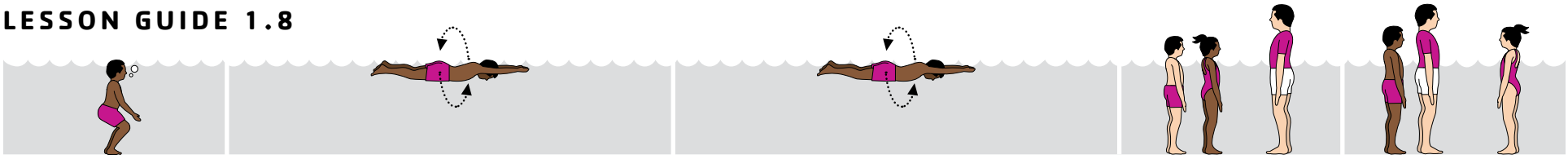
Review Any skill

Introduce & sequence Swim, float, swim, assisted, 10 ft., with life jacket

Topic 1.7 Life Jackets

Wrap-up Jump, push, turn, grab, assisted

LESSON GUIDE 1.8



Warm-up Submerge, bob independently

Review Any skill

Introduce & sequence Any skill

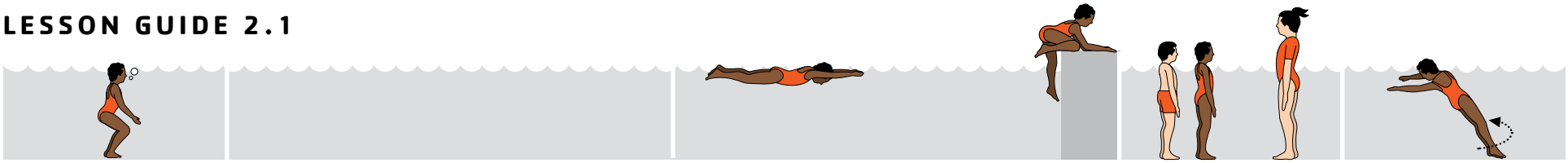
Topic 1.8 Safe Swim Area

Wrap-up Group game

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Water Movement Overview

LESSON GUIDE 2.1



Warm-up Submerge, look at object on bottom

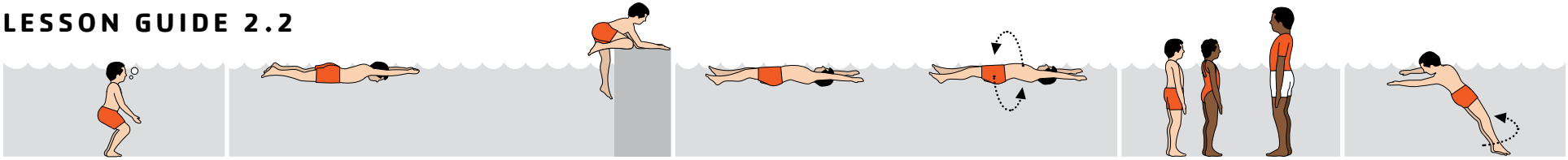
No skills to **review**

Introduce & sequence Front glide, 10 ft. (5 ft. preschool) / Water exit, independently

Topic 2.1 Building Relationships

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.2



Warm-up Submerge, look at object on bottom

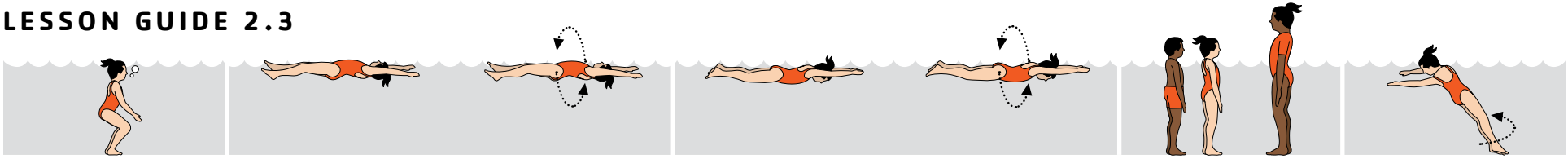
Review Front glide, 10 ft. (5 ft. preschool) / Water exit, independently

Introduce & sequence Back float, 20 secs. (10 secs. preschool) / Roll

Topic 2.2 The Y's Core Values

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.3



Warm-up Submerge, look at object on bottom

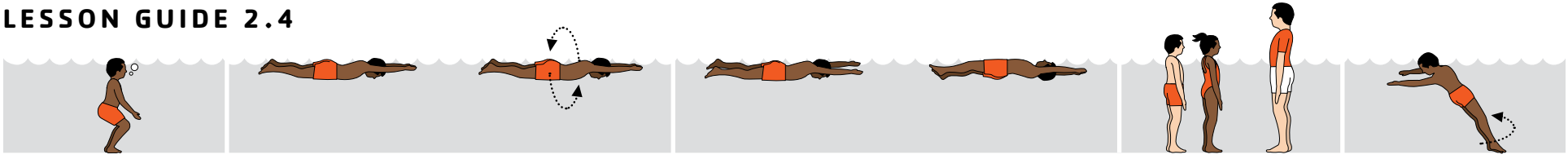
Review Back float, 20 secs. (10 secs. preschool) / Roll

Introduce & sequence Front glide, 10 ft. (5 ft. preschool) / Roll

Topic 2.3 Find Help

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.4



Warm-up Submerge, look at object on bottom

Review Front glide, 10 ft. (5 ft. preschool) / Roll

Introduce & sequence Front float, 20 secs. (10 secs. preschool) / Back glide, 10 ft. (5 ft. preschool)

Topic 2.4 Benchmark Skills

Wrap-up Jump, push, turn, grab

Water Movement Overview continued

LESSON GUIDE 2.5



Warm-up Submerge, look at object on bottom

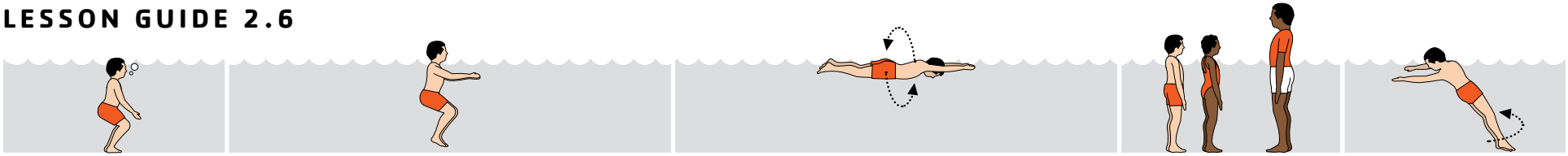
Review Front float, 20 secs. (10 secs. preschool) / Back glide, 10 ft. (5 ft. preschool)

Introduce & sequence Tread water, 10 secs., near wall, & exit

Topic 2.5 Supervision

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.6



Warm-up Submerge, look at object on bottom

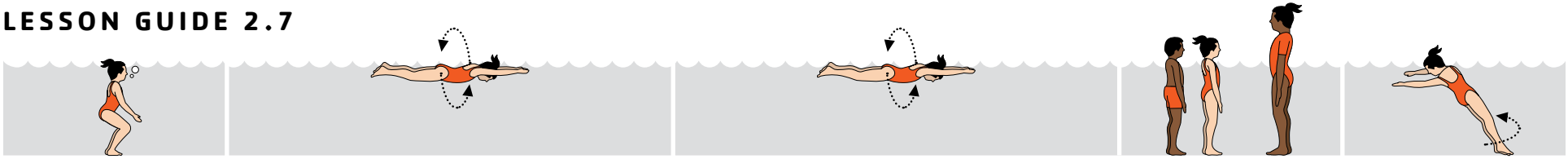
Review Tread water, 10 secs., near wall, & exit

Introduce & sequence Swim, float, swim, 5 yd., with life jacket

Topic 2.6 Life Jackets

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.7



Warm-up Submerge, look at object on bottom

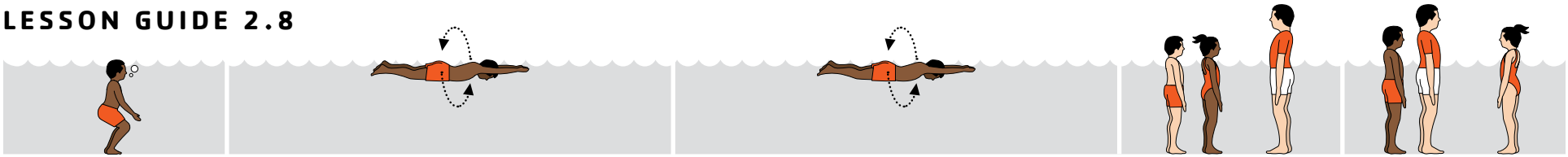
Review Any skill

Introduce & sequence Any skill

Topic 2.7 Reach or Throw, Don't Go

Wrap-up Jump, push, turn, grab

LESSON GUIDE 2.8



Warm-up Submerge, look at object on bottom

Review Any skill

Introduce & sequence Any skill

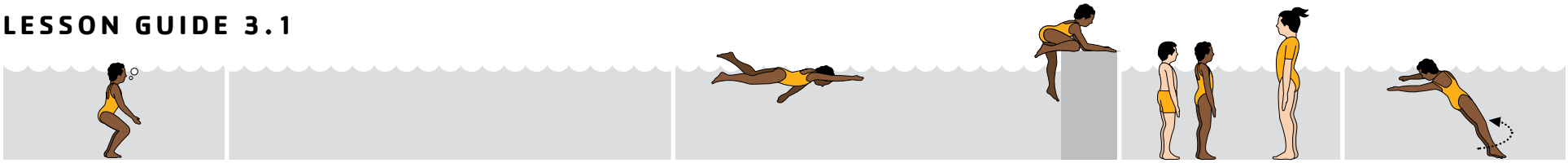
Topic 2.8 Backyard Pools

Wrap-up Group game

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Water Stamina Overview

LESSON GUIDE 3.1



Warm-up Submerge, retrieve object in chest-deep water

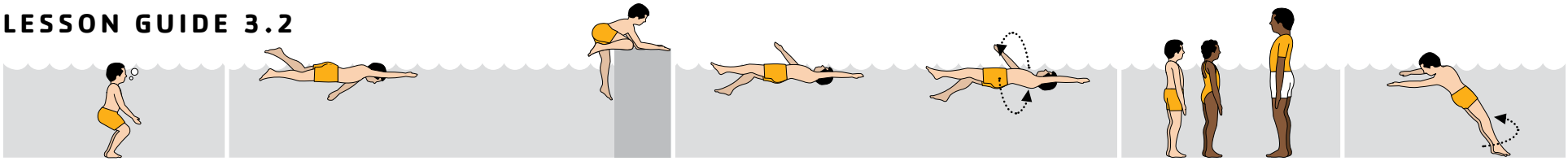
No skills to **review**

Introduce & sequence Swim on front, 15 yd. (10 yd. preschool) / Water exit, independently

Topic 3.1 Building Relationships

Wrap-up Jump, swim, turn, swim, grab, 10 yd.

LESSON GUIDE 3.2



Warm-up Submerge, retrieve object in chest-deep water

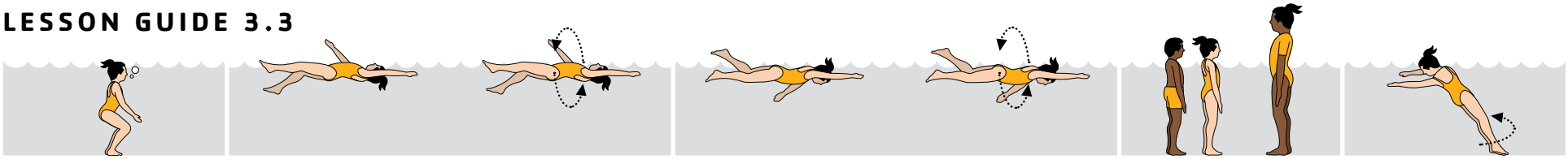
Review Swim on front, 15 yd. (10 yd. preschool) / Water exit, independently

Introduce & sequence Swim on back, 15 yd. (10 yd. preschool) / Roll

Topic 3.2 The Y's Core Values

Wrap-up Jump, swim, turn, swim, grab, 10 yd.

LESSON GUIDE 3.3



Warm-up Submerge, retrieve object in chest-deep water

Review Swim on back, 15 yd. (10 yd. preschool) / Roll

Introduce & sequence Swim on front, 15 yd. (10 yd. preschool) / Roll

Topic 3.3 Sun Safety

Wrap-up Jump, swim, turn, swim, grab, 10 yd.

LESSON GUIDE 3.4



Warm-up Submerge, retrieve object in chest-deep water

Review Swim on front, 15 yd. (10 yd. preschool) / Roll

Introduce & sequence Tread water, 1 min. & exit (30 secs. preschool)

Topic 3.4 Benchmark Skills

Wrap-up Jump, swim, turn, swim, grab, 10 yd.

Water Stamina Overview continued

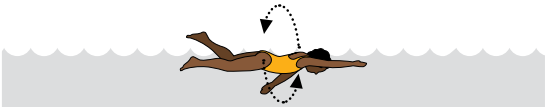
LESSON GUIDE 3.5



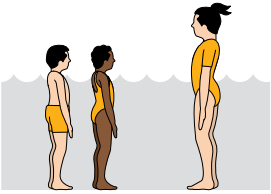
Warm-up Submerge, retrieve object in chest-deep water



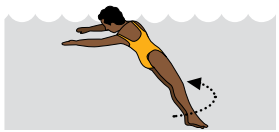
Review Tread water, 1 min. & exit (30 secs. preschool)



Introduce & sequence Swim, float, swim, 25 yd. (15 yd. preschool), with life jacket



Topic 3.5 Life Jackets

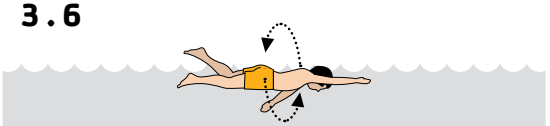


Wrap-up Jump, swim, turn, swim, grab, 10 yd.

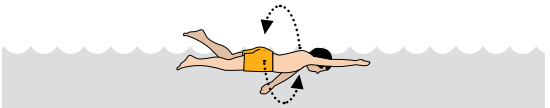
LESSON GUIDE 3.6



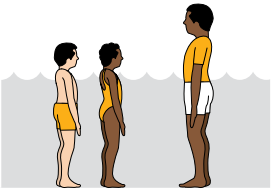
Warm-up Submerge, retrieve object in chest-deep water



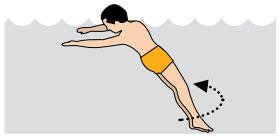
Review Any skill



Introduce & sequence Any skill



Topic 3.6 Supervision

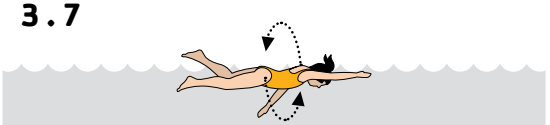


Wrap-up Jump, swim, turn, swim, grab, 10 yd.

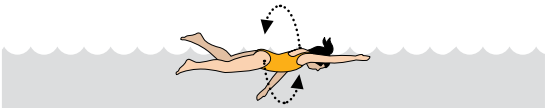
LESSON GUIDE 3.7



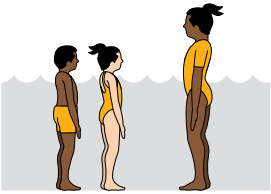
Warm-up Submerge, retrieve object in chest-deep water



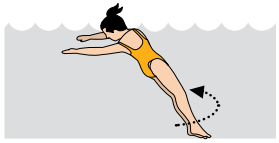
Review Any skill



Introduce & sequence Any skill

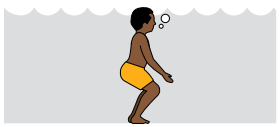


Topic 3.7 Call 911

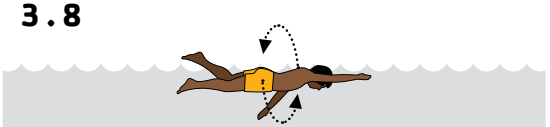


Wrap-up Jump, swim, turn, swim, grab, 10 yd.

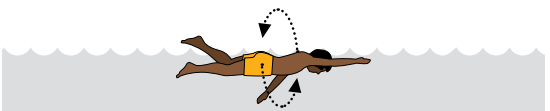
LESSON GUIDE 3.8



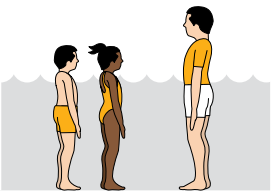
Warm-up Submerge, retrieve object in chest-deep water



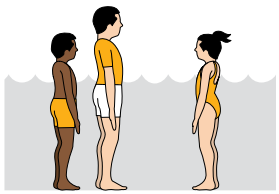
Review Any skill



Introduce & sequence Any skill



Topic 3.8 Pool Drains

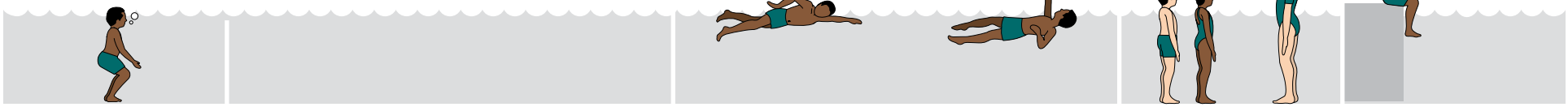


Wrap-up Group game

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Stroke Introduction Overview

LESSON GUIDE 4.1



Warm-up Submerge, 5–10 bobs

No skills to **review**

Introduce & practice Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Topic 4.1 Weather

Wrap-up Dive, sitting

LESSON GUIDE 4.2



Warm-up Submerge, 5–10 bobs

Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Resting stroke, elementary backstroke, 15 yd.

Topic 4.2 First Aid

Wrap-up Dive, sitting

LESSON GUIDE 4.3



Warm-up Submerge, 5–10 bobs

Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Tread water, scissor & whip kick, 1 min.

Topic 4.3 Hypoxic Blackout

Wrap-up Dive, sitting

LESSON GUIDE 4.4



Warm-up Submerge, 5–10 bobs

Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

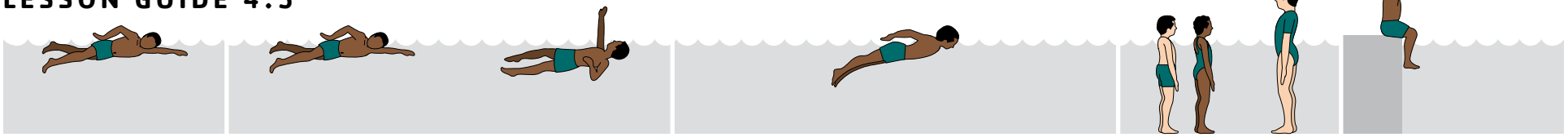
Introduce & practice Breaststroke, kick, 15 yd.

Topic 4.4 Open Water

Wrap-up Dive, sitting

Stroke Introduction Overview continued

LESSON GUIDE 4.5



Warm-up Endurance, 25 yd.

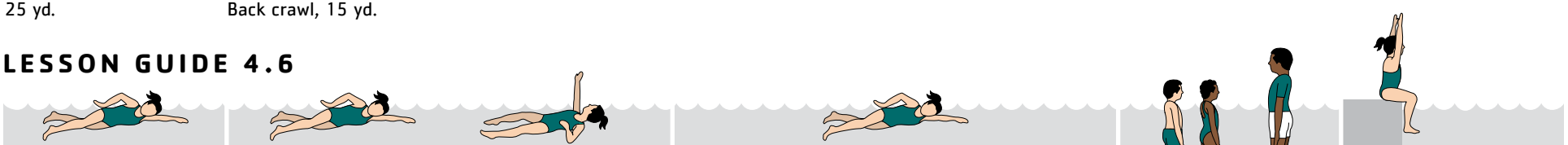
Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Butterfly, kick, 15 yd.

Topic 4.5 Goal Setting

Wrap-up Dive, sitting

LESSON GUIDE 4.6



Warm-up Endurance, 25 yd.

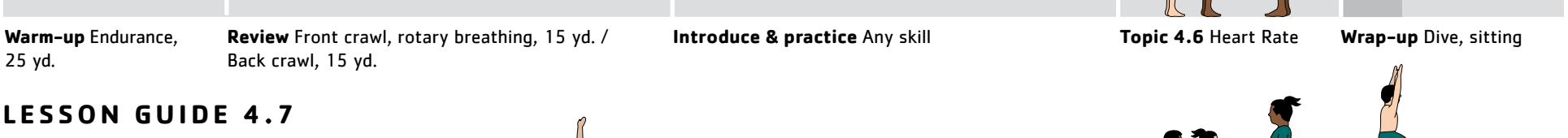
Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Any skill

Topic 4.6 Heart Rate

Wrap-up Dive, sitting

LESSON GUIDE 4.7



Warm-up Endurance, 25 yd.

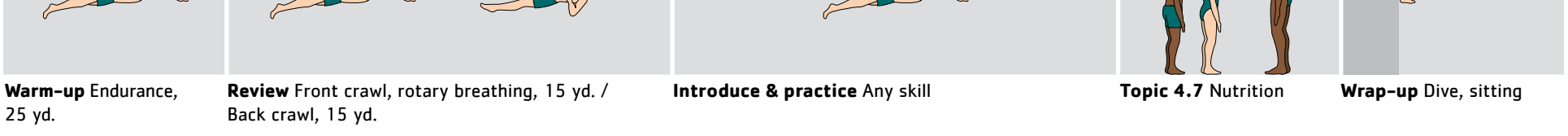
Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Any skill

Topic 4.7 Nutrition

Wrap-up Dive, sitting

LESSON GUIDE 4.8



Warm-up Endurance, 25 yd.

Review Front crawl, rotary breathing, 15 yd. / Back crawl, 15 yd.

Introduce & practice Any skill

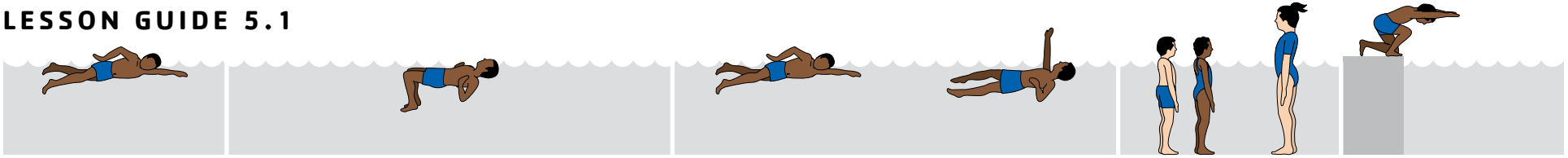
Topic 4.8 Boating

Wrap-up Group game

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Stroke Development Overview

LESSON GUIDE 5.1



Warm-up Endurance, 50 yd.

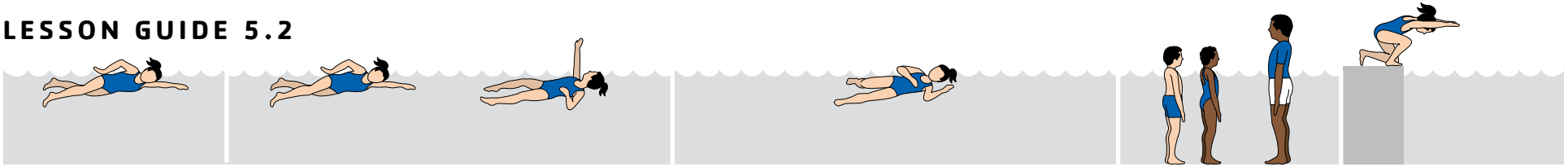
Review Resting stroke, elementary backstroke, 15 yd.

Introduce & practice Front crawl, bent-arm recovery, 25 yd. / Back crawl, pull, 25 yd.

Topic 5.1 HELP Technique

Wrap-up Dive, kneeling

LESSON GUIDE 5.2



Warm-up Endurance, 50 yd.

Review Front crawl, bent-arm recovery, 25 yd. / Back crawl, pull, 25 yd.

Introduce & practice Resting stroke, sidestroke, 25 yd.

Topic 5.2 Shock

Wrap-up Dive, kneeling

LESSON GUIDE 5.3



Warm-up Endurance, 50 yd.

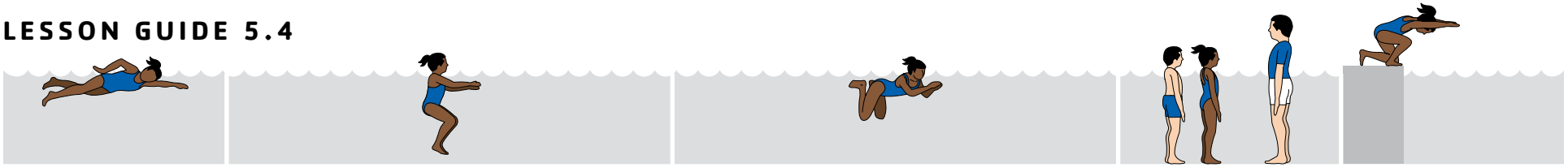
Review Resting stroke, sidestroke, 25 yd.

Introduce & practice Tread water, scissor & whip kick, 2 mins.

Topic 5.3 Hypoxic Blackout

Wrap-up Dive, kneeling

LESSON GUIDE 5.4



Warm-up Endurance, 50 yd.

Review Tread water, scissor & whip kick, 2 mins.

Introduce & practice Breaststroke, 25 yd.

Topic 5.4 Huddle Position

Wrap-up Dive, kneeling

Stroke Development Overview continued

LESSON GUIDE 5.5



Warm-up Endurance, 50 yd.

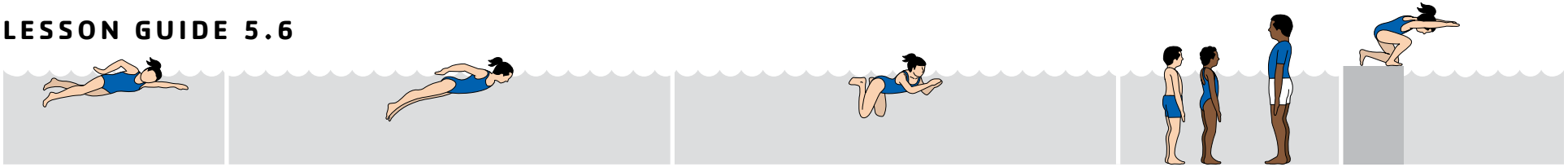
Review Breaststroke, 25 yd.

Introduce & practice Butterfly, simultaneous arm action & kick, 15 yd.

Topic 5.5 Goal Setting

Wrap-up Dive, kneeling

LESSON GUIDE 5.6



Warm-up Endurance, 50 yd.

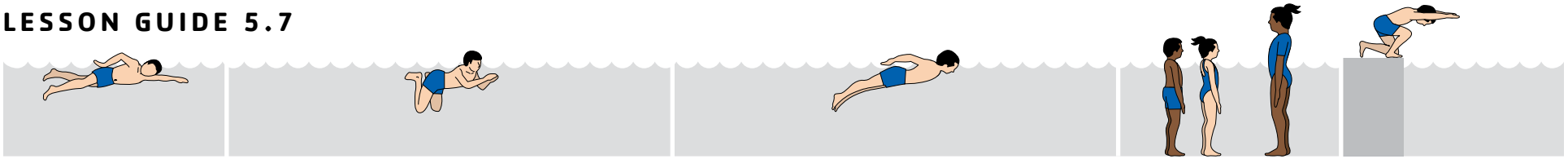
Review Butterfly, simultaneous arm action & kick, 15 yd.

Introduce & practice Any skill

Topic 5.6 Abdominal Thrusts

Wrap-up Dive, kneeling

LESSON GUIDE 5.7



Warm-up Endurance, 50 yd.

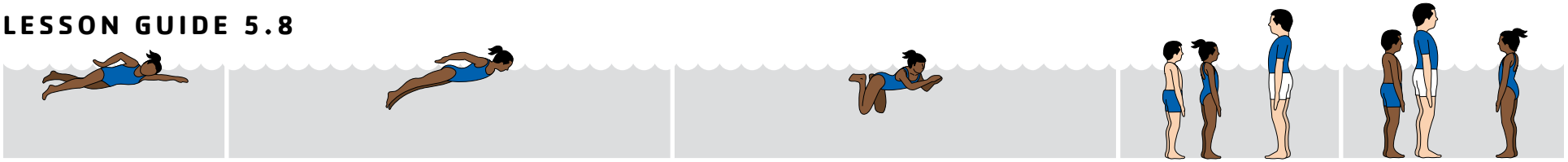
Review Any skill

Introduce & practice Any skill

Topic 5.7 Rest & Relaxation

Wrap-up Dive, kneeling

LESSON GUIDE 5.8



Warm-up Endurance, 50 yd.

Review Any skill

Introduce & practice Any skill

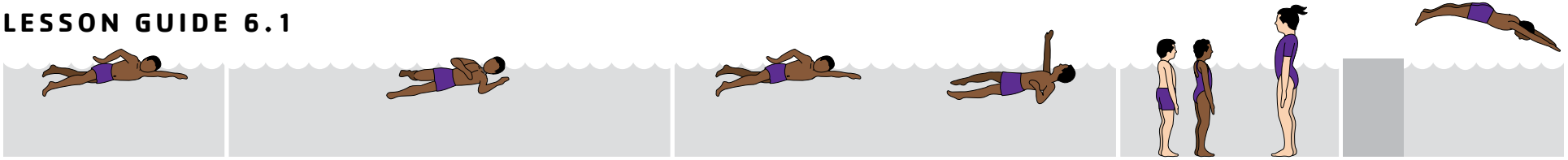
Topic 5.8 Water Parks

Wrap-up Group game

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Stroke Mechanics Overview

LESSON GUIDE 6.1



Warm-up Endurance, 150 yd.

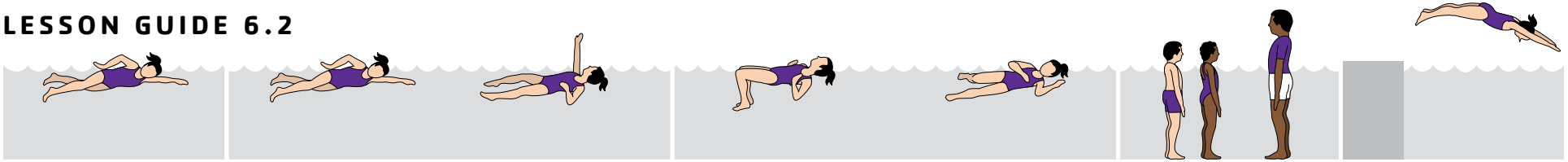
Review Resting stroke, sidestroke, 25 yd.

Introduce & practice Front crawl, flip turn, 50 yd. / Back crawl, pull & flip turn, 50 yd.

Topic 6.1 Hypothermia

Wrap-up Dive, standing

LESSON GUIDE 6.2



Warm-up Endurance, 150 yd.

Review Front crawl, flip turn, 50 yd. / Back crawl, pull & flip turn, 50 yd.

Introduce & practice Resting stroke, elementary backstroke or sidestroke, 50 yd.

Topic 6.2 Rescue Breathing

Wrap-up Dive, standing

LESSON GUIDE 6.3



Warm-up Endurance, 150 yd.

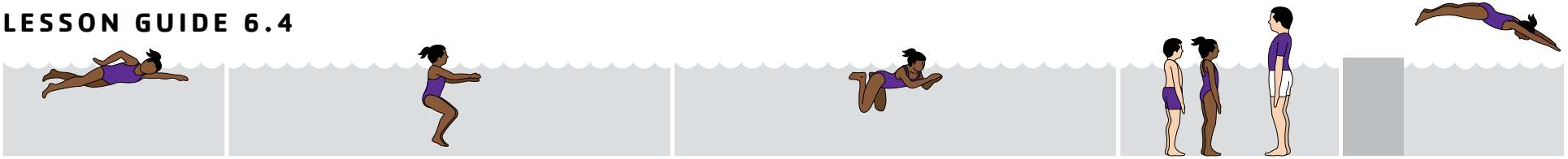
Review Resting stroke, elementary backstroke or sidestroke, 50 yd.

Introduce & practice Tread water, retrieve object off bottom, tread 1 min.

Topic 6.3 Hypoxic Blackout

Wrap-up Dive, standing

LESSON GUIDE 6.4



Warm-up Endurance, 150 yd.

Review Tread water, retrieve object off bottom, tread 1 min.

Introduce & practice Breaststroke, open turn, 50 yd.

Topic 6.4 Benchmark Skills

Wrap-up Dive, standing

Stroke Mechanics Overview continued

LESSON GUIDE 6.5



Warm-up Endurance, 150 yd.

Review Breaststroke, open turn, 50 yd.

Introduce & practice Butterfly, 25 yd.

Topic 6.5 Goal Setting

Wrap-up Dive, standing

LESSON GUIDE 6.6



Warm-up Endurance, 150 yd.

Review Butterfly, 25 yd.

Introduce & practice Any skill

Topic 6.6 CPR

Wrap-up Dive, standing

LESSON GUIDE 6.7



Warm-up Endurance, 150 yd.

Review Any skill

Introduce & practice Any skill

Topic 6.7 Physical Activity

Wrap-up Dive, standing

LESSON GUIDE 6.8



Warm-up Endurance, 150 yd.

Review Any skill

Introduce & practice Any skill

Topic 6.8 Cramps

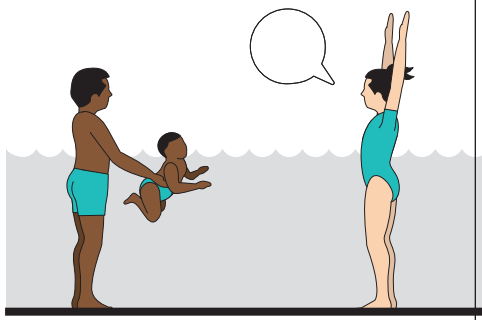
Wrap-up Group game

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Lesson Guide A.1

CAUTION: Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Set behavior expectations.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 8 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

Skill & Topic Library: Activities

Bubble Band

Bubbles & Pop

Peekaboo

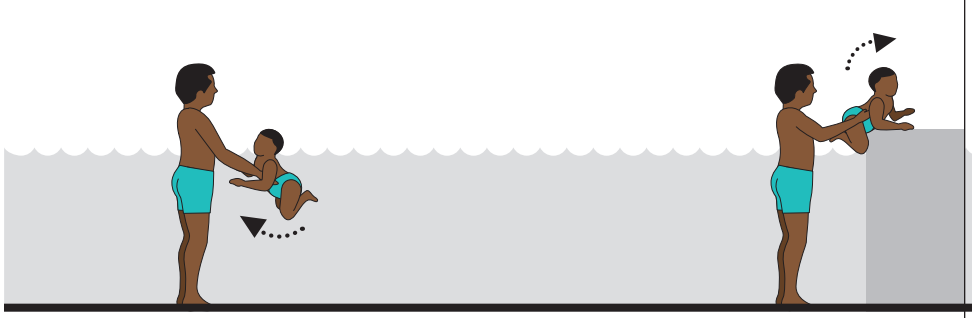
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.1 continued

INTRODUCE & SEQUENCE SKILLS 7 mins.



FRONT TOW

1 Front tow, chin in water, assisted

Skill & Topic Library: Activities

Animal Rescue

Chase the Toy

Floating With Equipment

WATER EXIT

1 Water exit, parent lifts child

2 Water exit, parent & child together

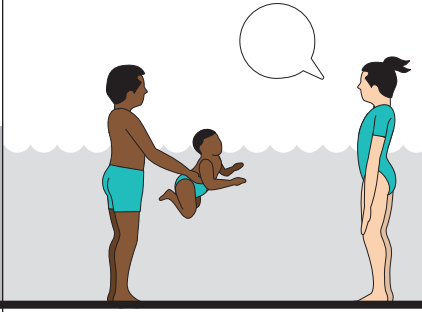
Skill & Topic Library: Activities

Humpty Dumpty

Jack Be Nimble

Popcorn

TOPIC A.1 5 mins.



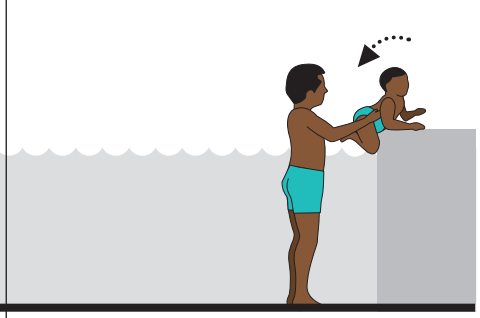
ASK PERMISSION

Explain why it is important to always ask permission before getting into any water:

Telling an adult you are entering the pool ensures someone is available to actively watch you and make sure you stay safe. To learn the habit of asking permission before getting into the water, repeat the following: "Before I get into the pool, I must always ask first."

You will need to ask permission from your parents to enter the pool before getting into the water at every lesson.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together, partner entry

2 Water entry, parent & child together, heartbeat hold

3 Water entry, parent & child together, sitting

4 Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

Little Speckled Frogs

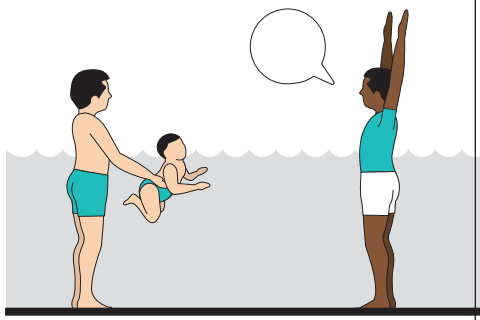
Popcorn

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Lesson Guide A.2

CAUTION: When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

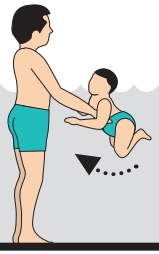
Skill & Topic Library: Activities

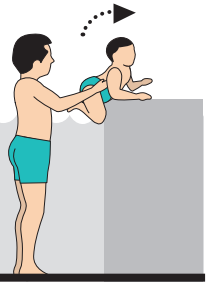
Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.





FRONT TOW

1 Front tow, chin in water, assisted

Skill & Topic Library: Activities

Animal Rescue

Chase the Toy

Floating With Equipment

WATER EXIT

1 Water exit, parent lifts child

2 Water exit, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

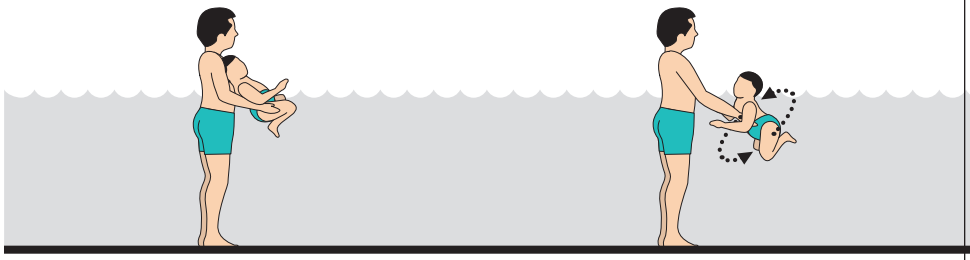
Jack Be Nimble

Popcorn

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.2 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



BACK FLOAT

1 Back float, assisted, head on shoulder

Skill & Topic Library: Activities

Rock-a-Bye Baby

This Little Piggy

Twinkle, Twinkle, Little Star

ROLL

1 Roll, assisted, back to front & front to back

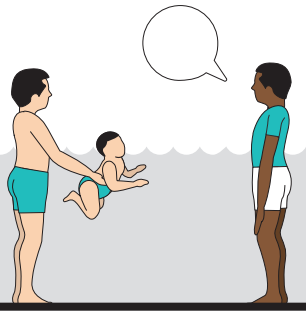
Skill & Topic Library: Activities

Corkscrew

Five in the Pool

Flip-Flop

TOPIC A.2 5 mins.

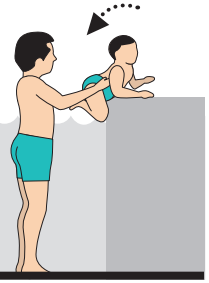


SWIM ATTIRE

Explain how appropriate swim attire prevents contamination of pool water and the spread of disease:

The contaminants (e.g., bacteria, viruses, parasites) found in fecal matter can be hazardous to participants. Infants must be clothed in appropriate attire to confine such matter. Plastic pants or other swimsuits that are lightweight and have snug, elastic-fitting legs and waistbands are best. It's essential to monitor your children and remove them from the water should their clothing become soiled.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together, partner entry
2 Water entry, parent & child together, heartbeat hold
3 Water entry, parent & child together, sitting
4 Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

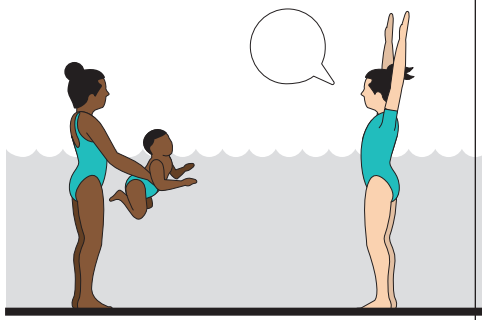
Little Speckled Frogs

Popcorn

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Lesson Guide A.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

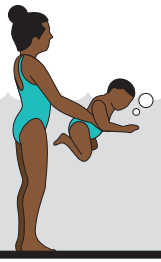
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

Skill & Topic Library: Activities

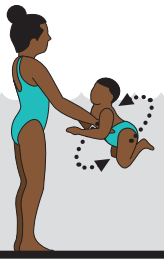
Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.





BACK FLOAT

1 Back float, assisted, head on shoulder

Skill & Topic Library: Activities

Rock-a-Bye Baby

This Little Piggy

Twinkle, Twinkle, Little Star

ROLL

1 Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

Corkscrew

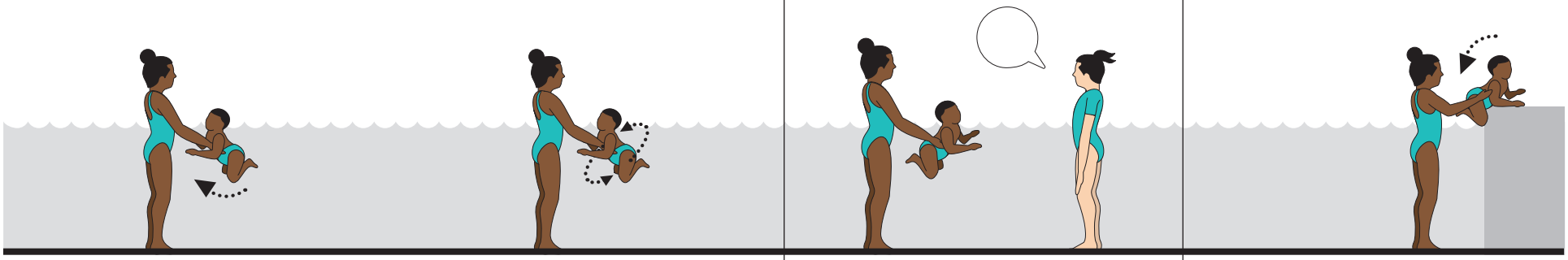
Five in the Pool

Flip-Flop

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.3 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT TOW

1 Front tow, chin in water, assisted

Skill & Topic Library: Activities

Animal Rescue

Chase the Toy

Floating With Equipment

ROLL

1 Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

Corkscrew

Five in the Pool

Flip-Flop

TOPIC A.3 5 mins.

SAFE SWIM AREA

Explain the characteristics of a safe swim area:

- Properly trained lifeguards on duty who are alert and not distracted
- Functional rescue equipment and a phone close by in case 911 needs to be called
- Rules that are enforced uniformly, whether posted on walls, pool schedules, or entry tickets, or not posted
- Safe, functional drain covers that are dome-shaped and have small openings and a large surface area, as opposed to drain covers that are flat; have large openings; or are damaged, loose, or missing

WRAP-UP 5 mins.

WATER ENTRY

1 Water entry, parent & child together, partner entry

2 Water entry, parent & child together, heartbeat hold

3 Water entry, parent & child together, sitting

4 Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

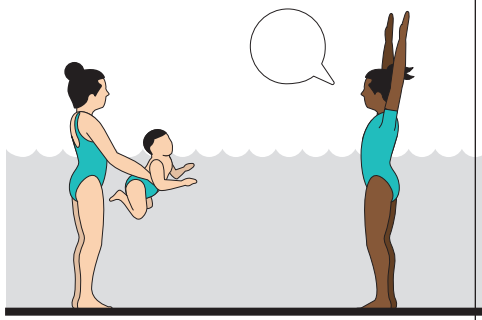
Little Speckled Frogs

Popcorn

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Lesson Guide A.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

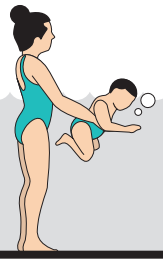
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

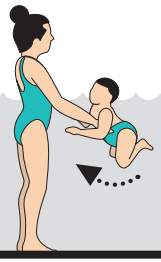
Skill & Topic Library: Activities

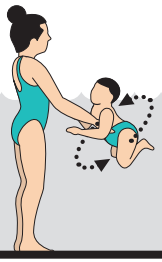
Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.





FRONT TOW

1 Front tow, chin in water, assisted

Skill & Topic Library: Activities

Animal Rescue

Chase the Toy

Floating With Equipment

ROLL

1 Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

Corkscrew

Five in the Pool

Flip-Flop

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.4 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT FLOAT

1 Front float, chin in water, assisted

Skill & Topic Library: Activities

Floating With Equipment

Pass the Fishy

Pop Goes the Weasel

BACK TOW

1 Back tow, assisted, head on shoulder

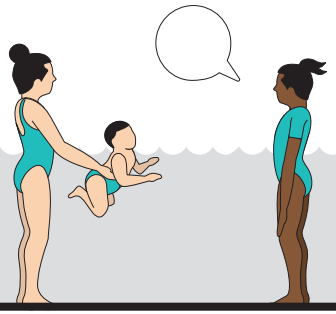
Skill & Topic Library: Activities

Kicking Race

Rainbow Bridge

Twinkle, Twinkle, Little Star

TOPIC A.4 5 mins.



LIFEGUARDS

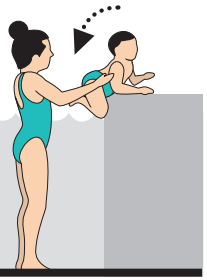
Explain the role of a lifeguard:

At the Y, there is always a lifeguard on duty. Lifeguards are trained in rescue techniques, CPR, and basic first aid.

While on duty, lifeguards continuously scan the pool. You will notice lifeguards moving their heads back and forth as they observe their area of responsibility. Still, it is important for parents to always keep an eye on their children, even if there is a lifeguard on duty.

At the Y, children who have not yet passed a swim test must remain within arm's reach of an adult. This ensures their safety.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together, partner entry

2 Water entry, parent & child together, heartbeat hold

3 Water entry, parent & child together, sitting

4 Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

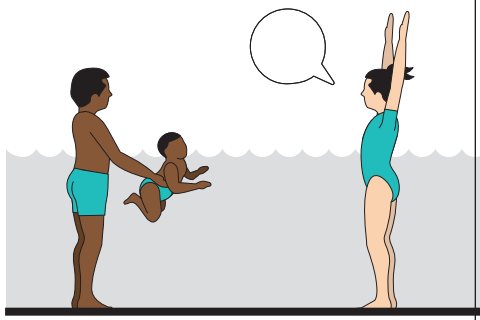
Little Speckled Frogs

Popcorn

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Lesson Guide A.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

Skill & Topic Library: Activities

Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.





FRONT FLOAT

1 Front float, chin in water, assisted

Skill & Topic Library: Activities

Floating With Equipment

Pass the Fishy

Pop Goes the Weasel

BACK TOW

1 Back tow, assisted, head on shoulder

Skill & Topic Library: Activities

Kicking Race

Rainbow Bridge

Twinkle, Twinkle, Little Star

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.5 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



WALL GRAB

1 Wall grab, assisted

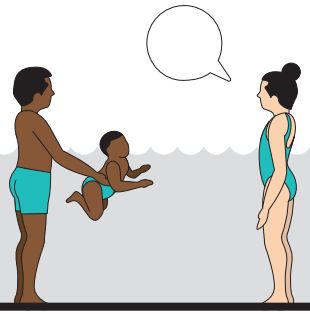
Skill & Topic Library: Activities

Crawl to an Object

Monkey, Monkey

Monkey on the Wall

TOPIC A.5 5 mins.

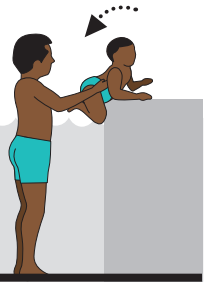


DROWNING

Describe ways to prevent drowning:

- Always make sure a designated adult is watching your children when they are in the water, whether swimming or in the bath. Do not be involved in any other activity, such as using a cell phone or reading a book, while supervising children, even if lifeguards are present.
- Be close enough to reach your children at all times.
- Select swimming sites with lifeguards when possible, but always watch your children as if there was no lifeguard on duty. Lifeguards are a partner in drowning prevention, but your diligence as a parent is key.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together, partner entry

2 Water entry, parent & child together, heartbeat hold

3 Water entry, parent & child together, sitting

4 Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

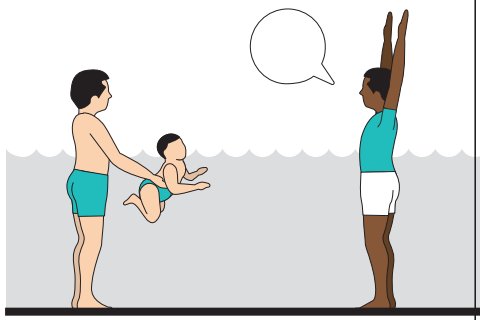
Little Speckled Frogs

Popcorn

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Lesson Guide A.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

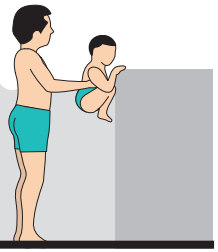
Skill & Topic Library: Activities

Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.



WALL GRAB

1 Wall grab, assisted

Skill & Topic Library: Activities

Crawl to an Object

Monkey, Monkey

Monkey on the Wall

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.6 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



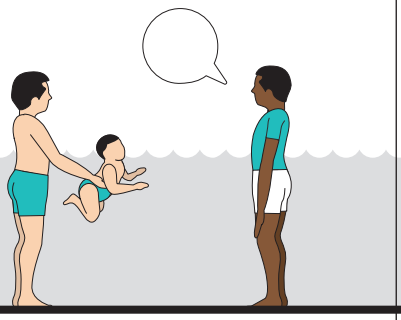
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC A.6 5 mins.

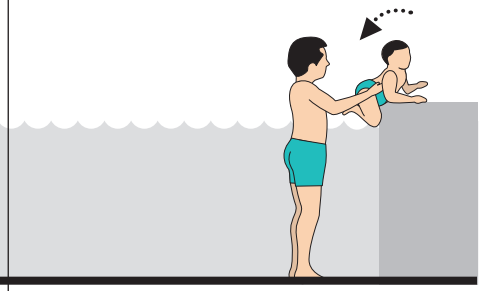


LIFE JACKETS

Explain the importance of wearing life jackets and how to fit them properly:

A traditional life jacket is often bright orange and built to flip a child onto his or her back during an emergency situation. Life vests or Jet Ski life jackets allow more unrestricted motion and are good for children who are comfortable swimming in the water independently, with supervision. Life jackets should fit snugly and not allow the child's chin or ears to slip through. The Y recommends using only life jackets that are Coast Guard approved. If on a boat, the Y recommends that, for every nonswimmer, there be at least one swimmer on board.

WRAP-UP 5 mins.



WATER ENTRY

1. Water entry, parent & child together, partner entry
2. Water entry, parent & child together, heartbeat hold
3. Water entry, parent & child together, sitting
4. Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

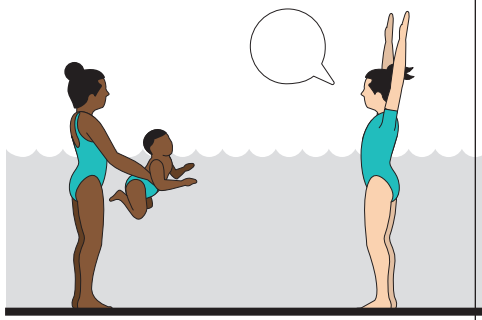
Little Speckled Frogs

Popcorn

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Lesson Guide A.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

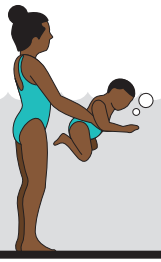
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

Skill & Topic Library: Activities

Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

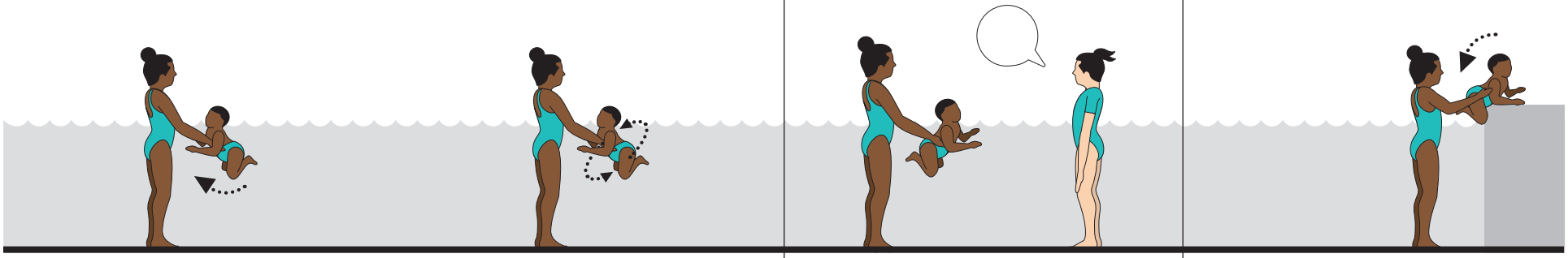
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.7 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC A.7 5 mins.

RESCUE BREATHING

Review the steps in administering rescue breathing:

- **Assess child.** Look for signs of breathing.
- **Open airway.** Tilt the child's head and lift the chin to establish an open airway.
- **Give rescue breaths.** Seal the child's nose and mouth with a CPR mask. Take a normal breath and blow into the mask for one second to deliver the breath. Provide one rescue breath every three to five seconds. Make sure the chest visibly rises but no more than that. Continue until another provider or the next level of care takes over, the child clearly shows signs of life, or you are too tired.

WRAP-UP 5 mins.

WATER ENTRY

1. Water entry, parent & child together, partner entry
2. Water entry, parent & child together, heartbeat hold
3. Water entry, parent & child together, sitting
4. Water entry, parent & child together

Skill & Topic Library: Activities

Humpty Dumpty

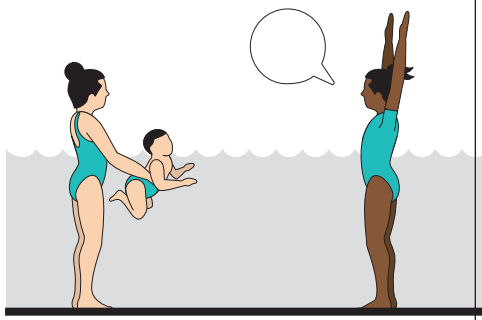
Little Speckled Frogs

Popcorn

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Lesson Guide A.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

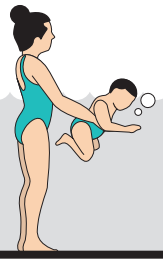
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted

Skill & Topic Library: Activities

Bubble Band

Bubbles & Pop

Peekaboo

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide A.8 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



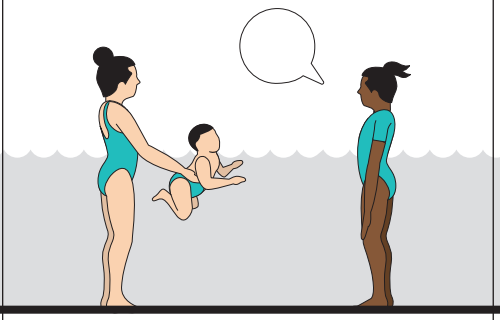
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC A.8 5 mins.

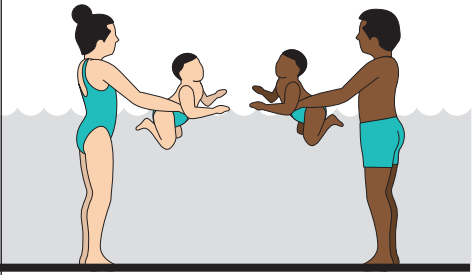


BACKYARD POOLS

Explain what precautions individuals should take around backyard pools:

- Have an emergency plan.
- Keep rescue equipment nearby, including a pole, a buoy, and a stocked first aid kit.
- Install a fence at least five feet high around your home pool, with posts no more than four inches apart. Be sure there are no trees, chairs, benches, or tables nearby that could enable a child to climb over the fence.
- Purchase a firm, solid pool cover specifically for your pool that will safely hold a child's weight and not allow a child to become trapped underneath.
- Make sure gates and doors are locked when not in use.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

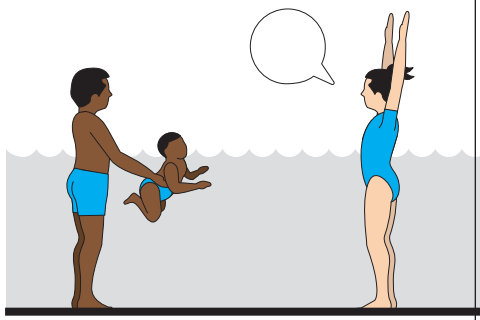
Have parents and children select an activity.

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Lesson Guide B.1

CAUTION: Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Set behavior expectations.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 8 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

Skill & Topic Library: Activities

Bubble Band

Bubble Boat

Bubble Pass

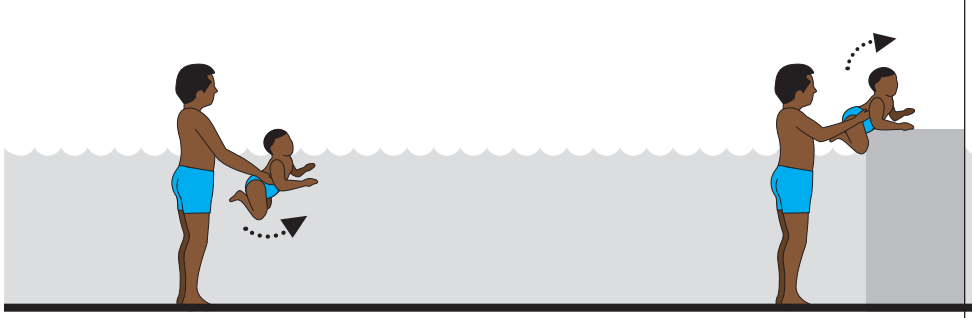
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.1 continued

INTRODUCE & SEQUENCE SKILLS 7 mins.



FRONT TOW

1 Front tow, chin in water, assisted
2 Front tow, blow bubbles, assisted

Skill & Topic Library: Activities

Bumper Fish
Kicking on Front
Pass the Fishy

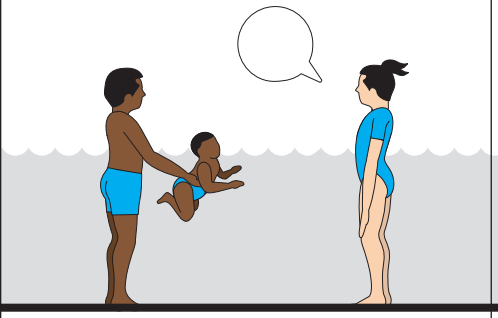
WATER EXIT

1 Water exit, parent lifts child
2 Water exit, parent & child together
3 Water exit, independently, using ladder, side, or stairs
4 Water exit, assisted

Skill & Topic Library: Activities

Give Me Five
Jack & Jill
Popcorn

TOPIC B.1 5 mins.



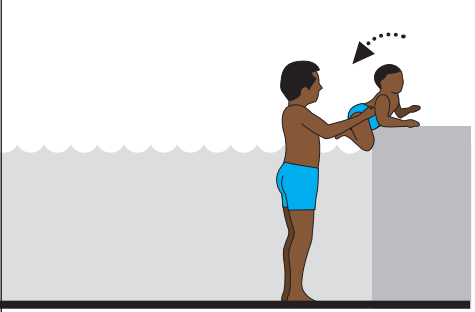
ASK PERMISSION

Explain why it is important to always ask permission before getting into any water:

Telling an adult you are entering the pool ensures someone is available to actively watch you and make sure you stay safe. To learn the habit of asking permission before getting into the water, repeat the following: "Before I get into the pool, I must always ask first."

You will need to ask permission from your parents to enter the pool before getting into the water at every lesson.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together
2 Water entry, slide in from seated position, assisted
3 Water entry, slide in, independently
4 Water entry, assisted

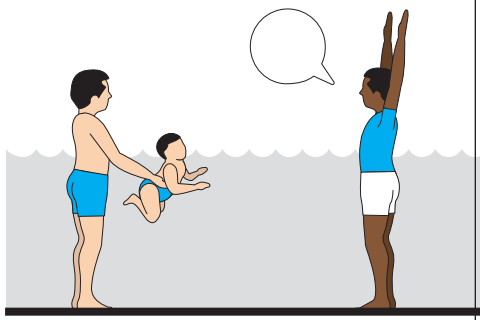
Skill & Topic Library: Activities

I'm a Little Rocket
In & Out
Little Speckled Frogs

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Lesson Guide B.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

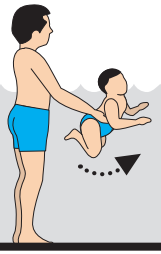
Skill & Topic Library: Activities

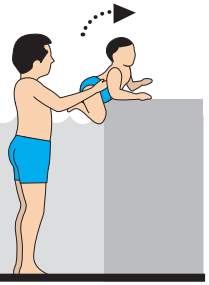
Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





FRONT TOW

1. Front tow, chin in water, assisted
2. Front tow, blow bubbles, assisted

Skill & Topic Library: Activities

Bumper Fish

Kicking on Front

Pass the Fishy

WATER EXIT

1. Water exit, parent lifts child
2. Water exit, parent & child together
3. Water exit, independently, using ladder, side, or stairs
4. Water exit, assisted

Skill & Topic Library: Activities

Give Me Five

Jack & Jill

Popcorn

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.2 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



BACK FLOAT

1 Back float, assisted, head on shoulder
2 Back float, assisted, head on chest

Skill & Topic Library: Activities

Rock-A-Bye Baby
This Little Piggy
Twinkle, Twinkle, Little Star

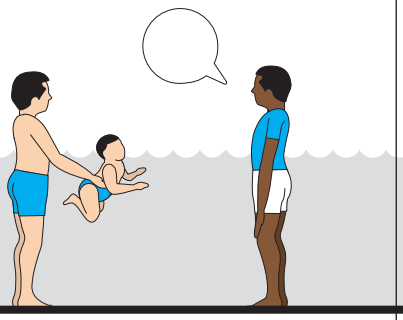
ROLL

1 Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

One, Two, Three, Four, Five
Pass the Fishy
Roller Coaster Ride

TOPIC B.2 5 mins.

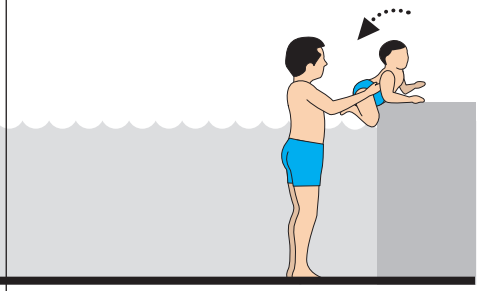


SWIM ATTIRE

Explain how appropriate swim attire prevents contamination of pool water and the spread of disease:

The contaminants (e.g., bacteria, viruses, parasites) found in fecal matter can be hazardous to participants. Infants must be clothed in appropriate attire to confine such matter. Plastic pants or other swimsuits that are lightweight and have snug, elastic-fitting legs and waistbands are best. It's essential to monitor your children and remove them from the water should their clothing become soiled.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together
2 Water entry, slide in from seated position, assisted
3 Water entry, slide in, independently
4 Water entry, assisted

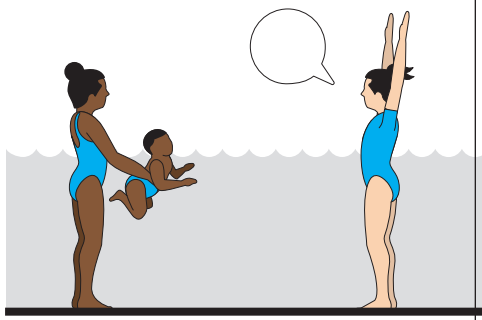
Skill & Topic Library: Activities

I'm a Little Rocket
In & Out
Little Speckled Frogs

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Lesson Guide B.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

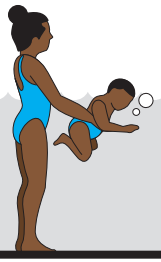
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

Skill & Topic Library: Activities

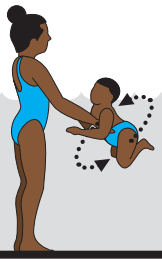
Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





BACK FLOAT

1. Back float, assisted, head on shoulder
2. Back float, assisted, head on chest

Skill & Topic Library: Activities

Rock-A-Bye Baby

This Little Piggy

Twinkle, Twinkle, Little Star

ROLL

1. Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

One, Two, Three, Four, Five

Pass the Fishy

Roller Coaster Ride

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.3 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT TOW

1 Front tow, chin in water, assisted
2 Front tow, blow bubbles, assisted

Skill & Topic Library: Activities

Bumper Fish
Kicking on Front
Pass the Fishy

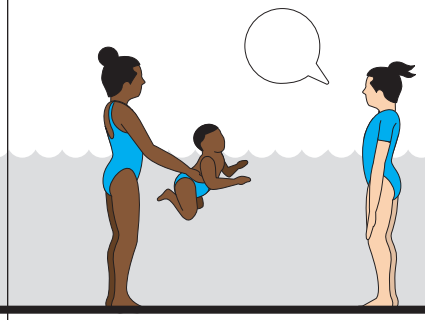
ROLL

1 Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

One, Two, Three, Four, Five
Pass the Fishy
Roller Coaster Ride

TOPIC B.3 5 mins.

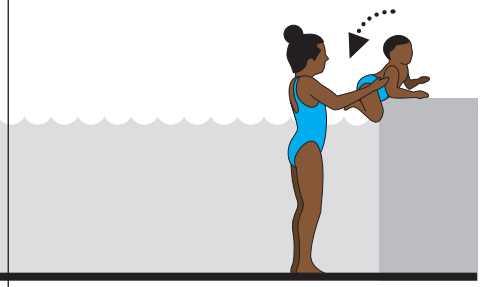


SAFE SWIM AREA

Explain the characteristics of a safe swim area:

- Properly trained lifeguards on duty who are alert and not distracted
- Functional rescue equipment and a phone close by in case 911 needs to be called
- Rules that are enforced uniformly, whether posted on walls, pool schedules, or entry tickets, or not posted
- Safe, functional drain covers that are dome-shaped and have small openings and a large surface area, as opposed to drain covers that are flat; have large openings; or are damaged, loose, or missing

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together
2 Water entry, slide in from seated position, assisted
3 Water entry, slide in, independently
4 Water entry, assisted

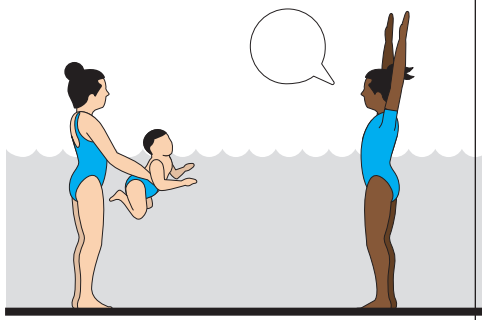
Skill & Topic Library: Activities

I'm a Little Rocket
In & Out
Little Speckled Frogs

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Lesson Guide B.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

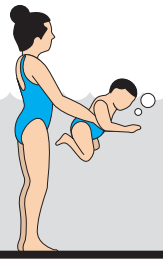
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

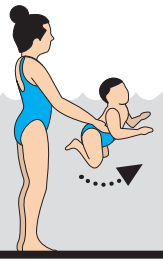
Skill & Topic Library: Activities

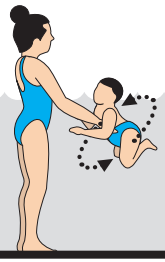
Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





FRONT TOW

1. Front tow, chin in water, assisted
2. Front tow, blow bubbles, assisted

Skill & Topic Library: Activities

Bumper Fish

Kicking on Front

Pass the Fishy

ROLL

1. Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

One, Two, Three, Four, Five

Pass the Fishy

Roller Coaster Ride

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.4 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT FLOAT

1 Front float, chin in water, assisted
2 Front float, blow bubbles, assisted

Skill & Topic Library: Activities

Floating With Equipment

Row, Row, Row Your Boat

Ten Little Fishies

BACK TOW

1 Back tow, assisted, head on shoulder
2 Back tow, assisted, head on chest

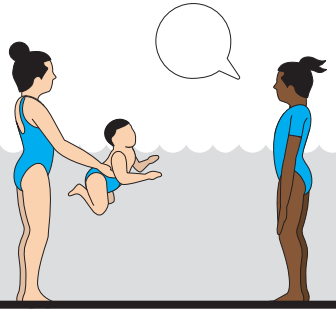
Skill & Topic Library: Activities

Be Like

Did You Ever See a Swimmer?

Kicking Race

TOPIC B.4 5 mins.

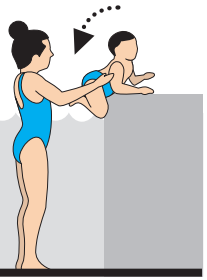


LIFE JACKETS

Explain the importance of wearing life jackets and how to fit them properly:

A traditional life jacket is often bright orange and built to flip a child onto his or her back during an emergency situation. Life vests or Jet Ski life jackets allow more unrestrictedmotion and are good for children who are comfortable swimming in the water independently, with supervision. Life jackets should fit snugly and not allow the child's chin or ears to slip through. The Y recommends using only life jackets that are Coast Guard approved. If on a boat, the Y recommends that, for every nonswimmer, there be at least one swimmer on board.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together
2 Water entry, slide in from seated position, assisted
3 Water entry, slide in, independently
4 Water entry, assisted

Skill & Topic Library: Activities

I'm a Little Rocket

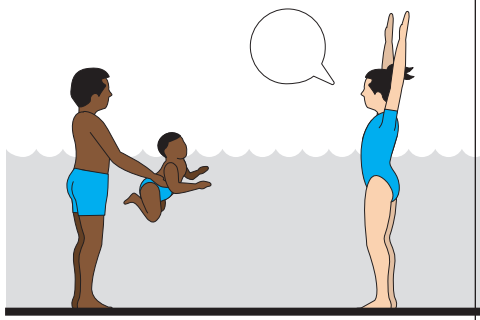
In & Out

Little Speckled Frogs

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Lesson Guide B.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1 Blow bubbles, on surface, assisted
2 Blow bubbles, mouth & nose submerged, assisted

Skill & Topic Library: Activities

Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





FRONT FLOAT

1 Front float, chin in water, assisted
2 Front float, blow bubbles, assisted

Skill & Topic Library: Activities

Floating With Equipment

Row, Row, Row Your Boat

Ten Little Fishies

BACK TOW

1 Back tow, assisted, head on shoulder
2 Back tow, assisted, head on chest

Skill & Topic Library: Activities

Be Like

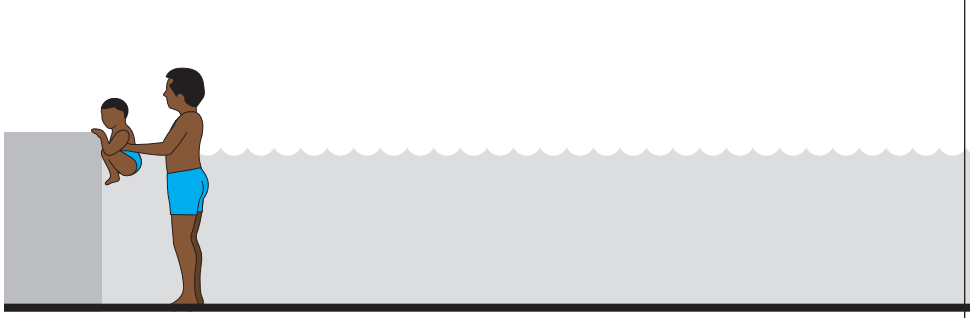
Did You Ever See a Swimmer?

Kicking Race

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.5 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



MONKEY CRAWL

1 Wall grab, assisted
2 Monkey crawl, assisted, on edge, 5 ft.

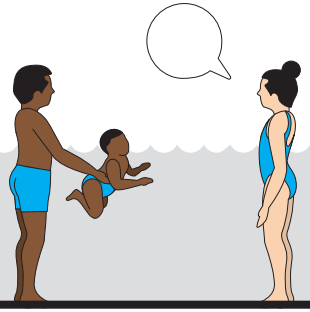
Skill & Topic Library: Activities

Crawl & Exit

Hoop Crawl

Monkey on the Wall

TOPIC B.5 5 mins.



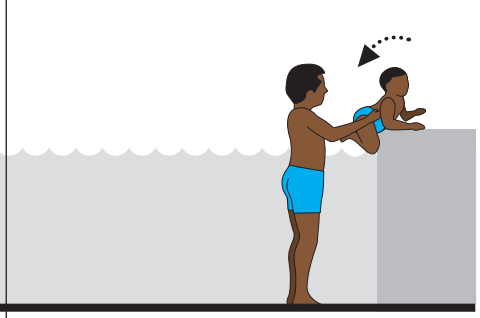
REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save someone who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to the person and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help the person float, such as a pool noodle.

Have parents and children practice a reaching assist and a throwing assist using various objects. Make sure parents stay low to the ground and keep themselves safe.

WRAP-UP 5 mins.



WATER ENTRY

1 Water entry, parent & child together
2 Water entry, slide in from seated position, assisted
3 Water entry, slide in, independently
4 Water entry, assisted

Skill & Topic Library: Activities

I'm a Little Rocket

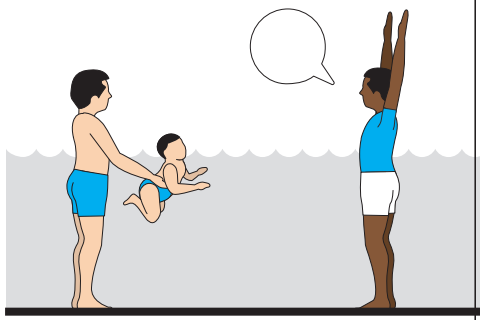
In & Out

Little Speckled Frogs

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Lesson Guide B.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

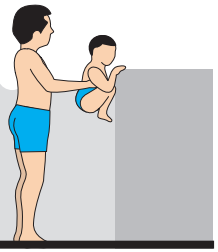
Skill & Topic Library: Activities

Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.



MONKEY CRAWL

1. Wall grab, assisted
2. Monkey crawl, assisted, on edge, 5 ft.

Skill & Topic Library: Activities

Crawl & Exit

Hoop Crawl

Monkey on the Wall

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.6 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



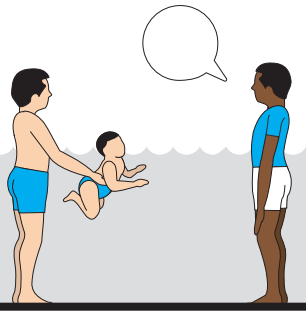
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC B.6 5 mins.



HYPOTHERMIA

Explain what hypothermia is:

Hypothermia is when a person's body temperature becomes dangerously low, usually because of prolonged exposure to cold temperatures.

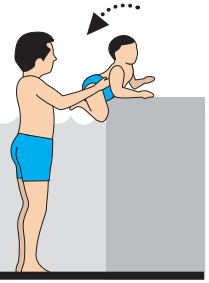
Describe the signs of hypothermia:

Blue lips, shivering, slurred speech or mumbling, clumsiness

Explain how to prevent hypothermia:

- Cover all exposed areas of skin.
- Keep moving in freezing temperatures, no matter how tired you are.

WRAP-UP 5 mins.



WATER ENTRY

1. Water entry, parent & child together
2. Water entry, slide in from seated position, assisted
3. Water entry, slide in, independently
4. Water entry, assisted

Skill & Topic Library: Activities

I'm a Little Rocket

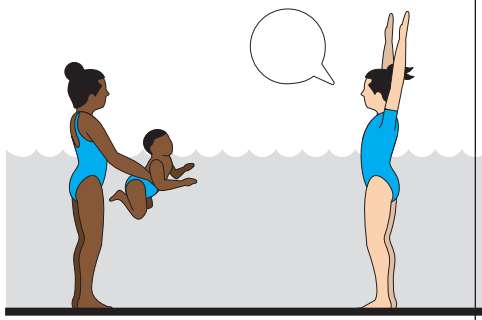
In & Out

Little Speckled Frogs

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Lesson Guide B.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

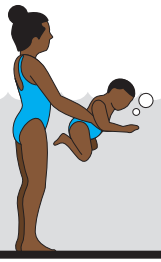
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

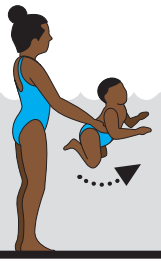
Skill & Topic Library: Activities

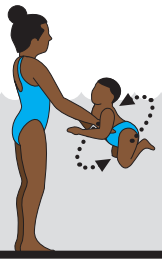
Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





REVIEW SKILL

Work on skills that need improvement.

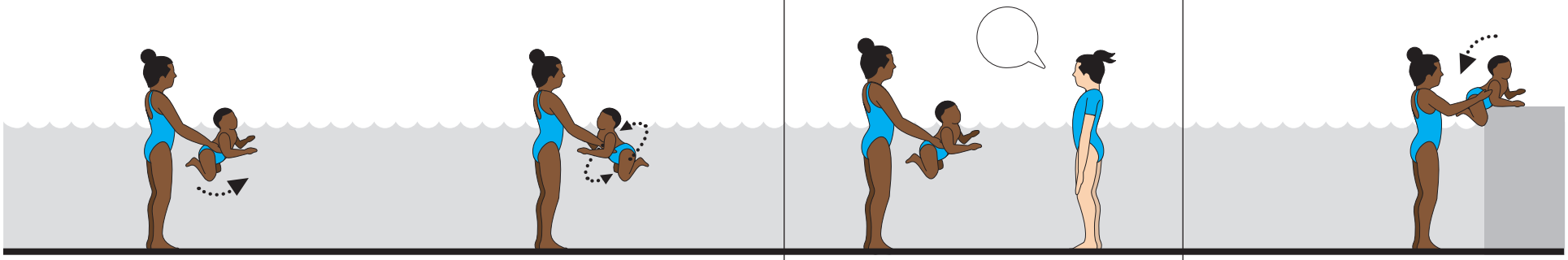
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.7 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC B.7 5 mins.

CHOKING

Explain what to do if an infant is choking:

- **Assess.** If infant is silent; unable to cry; or has blue lips, nails, or skin, have someone else call 911 while you begin care.
- **Give five back blows and chest thrusts.** Lay infant facedown, straddling your forearm, with the child's head tilted lower than his or her chest. Support infant's head by holding the jaw. Using heel of hand, give five back blows between shoulder blades. Flip infant over. Place two fingers on infant's breastbone, just below nipple line, and give five chest thrusts. Repeat until airway is clear.

WRAP-UP 5 mins.

WATER ENTRY

1. Water entry, parent & child together
2. Water entry, slide in from seated position, assisted
3. Water entry, slide in, independently
4. Water entry, assisted

Skill & Topic Library: Activities

I'm a Little Rocket

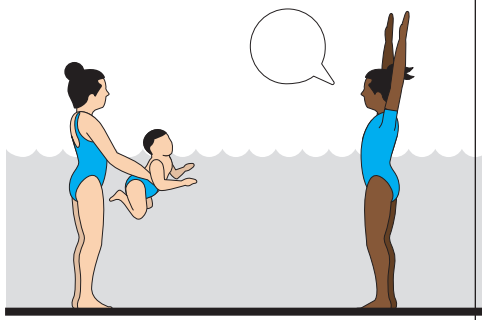
In & Out

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Lesson Guide B.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules:
  - Children and swim diapers
  - Signs of hypothermia
- Review last lesson's skills and topics.
- Demonstrate today's skills.

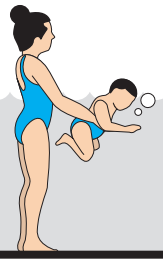
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



BLOW BUBBLES

1. Blow bubbles, on surface, assisted
2. Blow bubbles, mouth & nose submerged, assisted

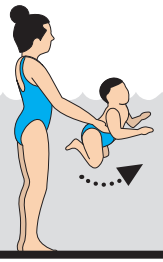
Skill & Topic Library: Activities

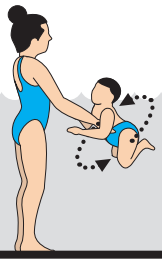
Bubble Band

Bubble Boat

Bubble Pass

REVIEW SKILLS 5 mins.





REVIEW SKILL

Work on skills that need improvement.

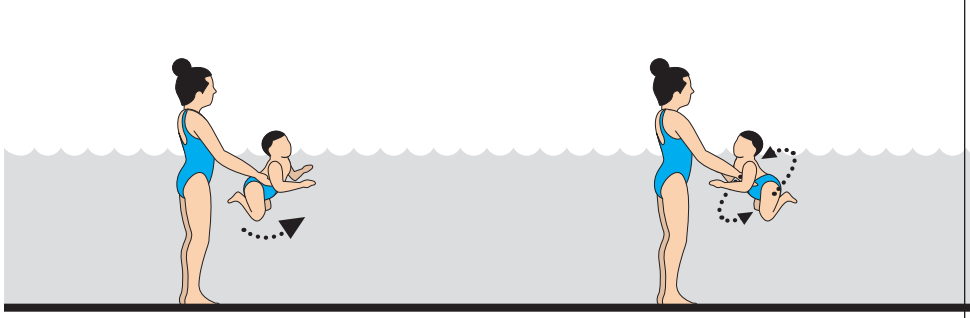
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide B.8 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



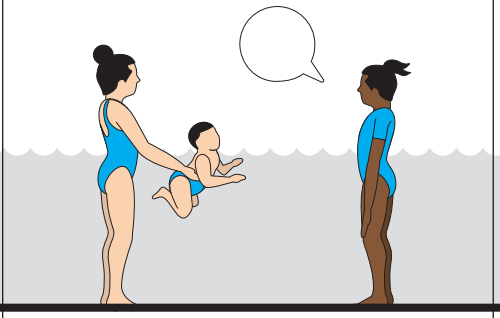
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC B.8 5 mins.

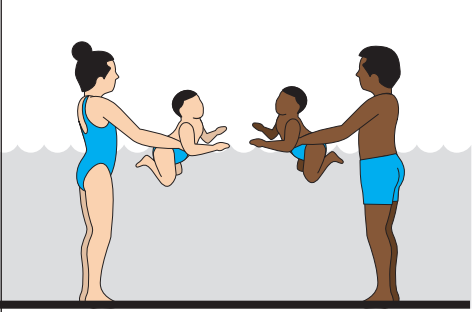


BEACHES

Explain how to stay safe at the beach:

- Be sure your children play in water near the lifeguard and in areas marked for swimmers to use.
- Be aware of underwater conditions, such as weeds and marine life.
- Watch for safety postings—flags may indicate a rip current, other dangerous currents, severe weather, or unsafe conditions.
- Supervise your children closely, even if a lifeguard is present.
- Bring a cell phone and make sure you have reception in case you need to call 911.
- Don't allow your child to go into the water alone. Small children should always be within arm's reach of an adult.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

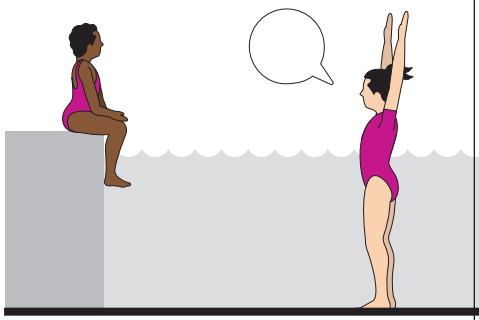
Have parents and children select an activity.

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Lesson Guide 1.1

CAUTION: Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

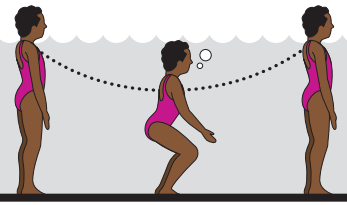
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 8 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

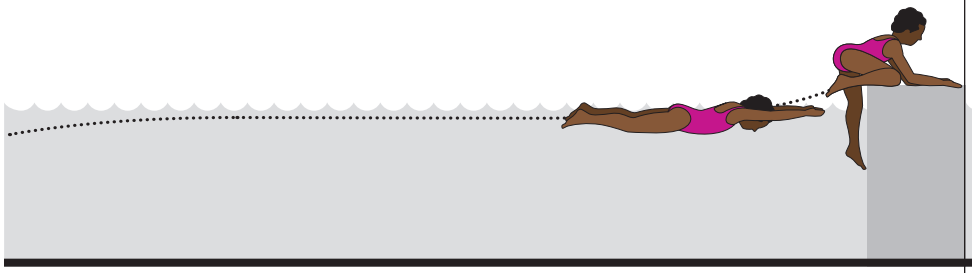
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.1 continued

INTRODUCE & SEQUENCE SKILLS 7 mins.



FRONT GLIDE

1. Front walk to wall, face submerged
2. Front glide, assisted, holding wall
3. Front glide, assisted, to wall, one arm's length, feet on bottom
4. Front glide, assisted, to wall, 5 ft.

Skill & Topic Library: Activities

Noodle Glide

Target Glide

Tube Pull or Rope Pull

WATER EXIT

1. Elbow, elbow, tummy, knee, assisted
2. Water exit, independently

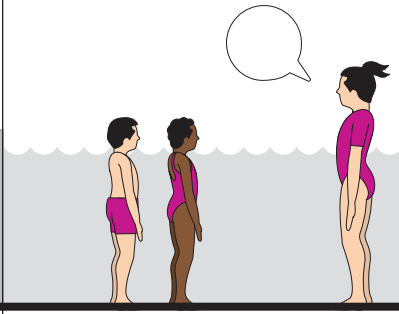
Skill & Topic Library: Activities

In & Out

Treasure Chest

Wake-Up Shark

TOPIC 1.1 5 mins.



BUILDING RELATIONSHIPS

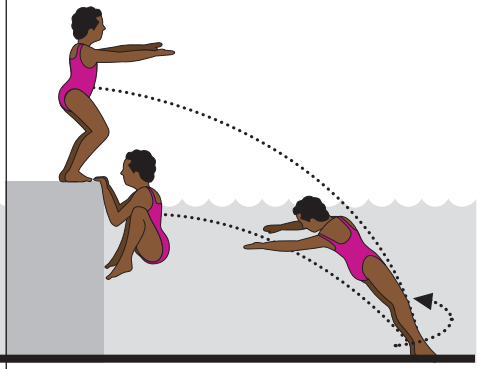
To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

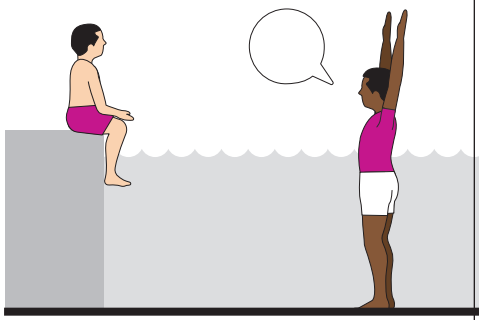
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

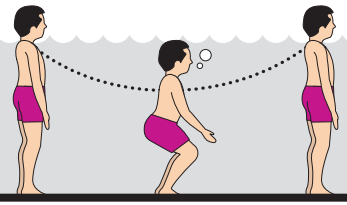
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

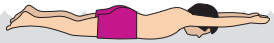
Skill & Topic Library: Activities

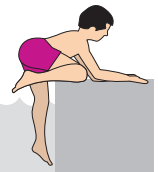
Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.





FRONT GLIDE

1. Front walk to wall, face submerged
2. Front glide, assisted, holding wall
3. Front glide, assisted, to wall, one arm's length, feet on bottom
4. Front glide, assisted, to wall, 5 ft.

Skill & Topic Library: Activities

Noodle Glide

Target Glide

Tube Pull or Rope Pull

WATER EXIT

1. Elbow, elbow, tummy, knee, assisted
2. Water exit, independently

Skill & Topic Library: Activities

In & Out

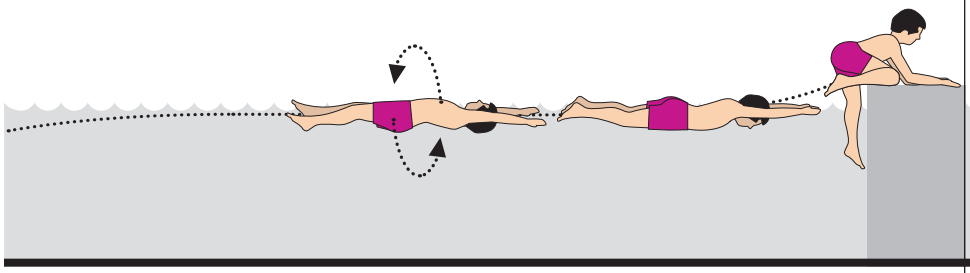
Treasure Chest

Wake-Up Shark

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.2 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



BACK FLOAT

1. Standing, head back, assisted
2. Standing, head back, on one foot, assisted
3. Back float, assisted, 10 secs.
4. Back float, assisted, 10 secs., recover independently

Skill & Topic Library: Activities

Animal Float

Tummy Ride

Watermelon Tummy

ROLL

1. Roll, assisted, back to front & front to back

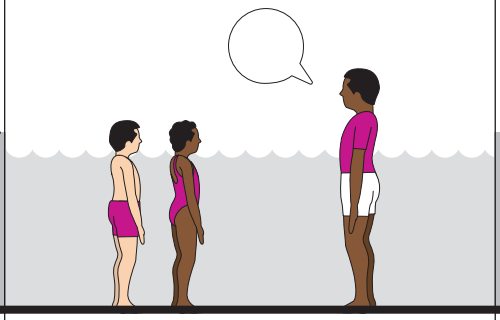
Skill & Topic Library: Activities

Alligator Roll

Hula-Hoop Roll

Roller Coaster Ride

TOPIC 1.2 5 mins.



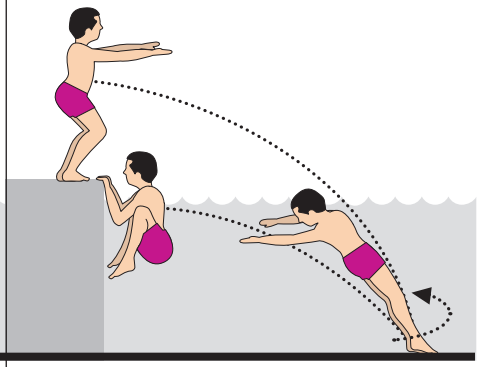
THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

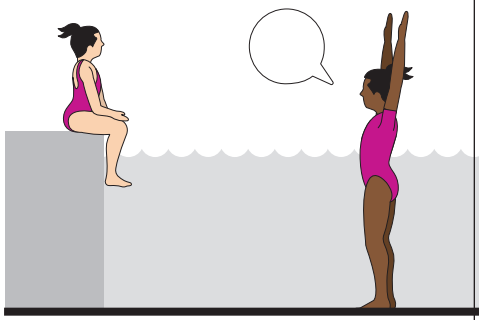
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

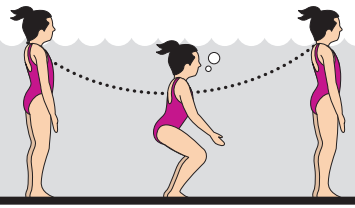
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

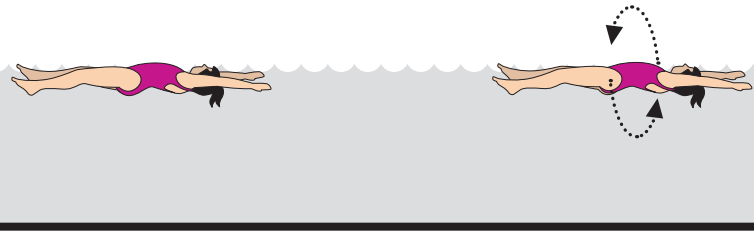
Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



BACK FLOAT

1. Standing, head back, assisted
2. Standing, head back, on one foot, assisted
3. Back float, assisted, 10 secs.
4. Back float, assisted, 10 secs., recover independently

Skill & Topic Library: Activities

Animal Float

Tummy Ride

Watermelon Tummy

ROLL

1. Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

Alligator Roll

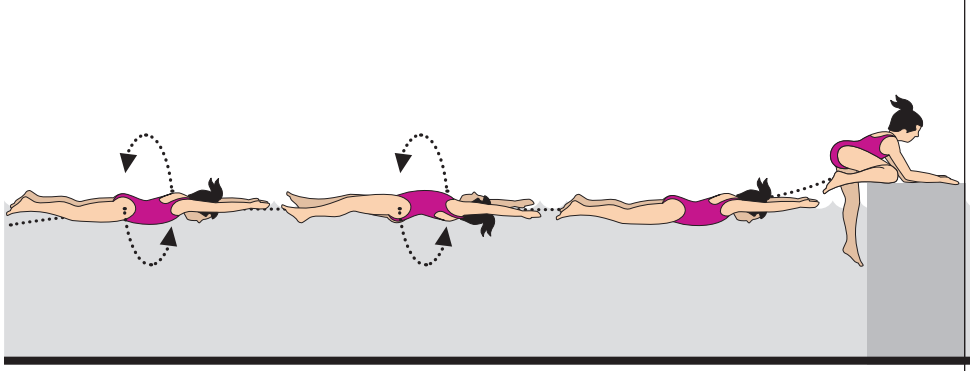
Hula-Hoop Roll

Roller Coaster Ride

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.3 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT GLIDE

1. Front walk to wall, face submerged
2. Front glide, assisted, holding wall
3. Front glide, assisted, to wall, one arm's length, feet on bottom
4. Front glide, assisted, to wall, 5 ft.

Skill & Topic Library: Activities

Noodle Glide

Target Glide

Tube Pull or Rope Pull

ROLL

1. Roll, assisted, back to front and front to back

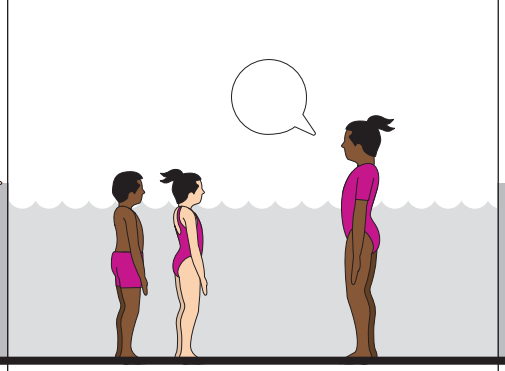
Skill & Topic Library: Activities

Alligator Roll

Hula-Hoop Roll

Roller Coaster Ride

TOPIC 1.3 5 mins.



LIFEGUARDS

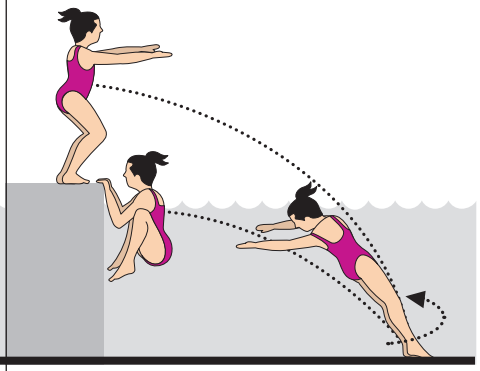
Ask students to explain the lifeguard's job in the pool area:

- Watches the pool to make sure everyone is safe while they are swimming
- Makes sure everyone follows the rules and maintains a safe environment

Discuss when students should go to a lifeguard:

- If they are hurt
- If they can't find their parent or another family member
- If they have a question
- If they are being bullied

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

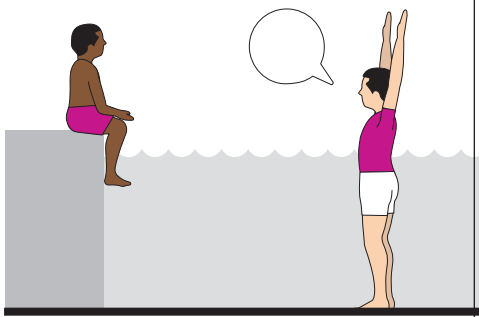
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

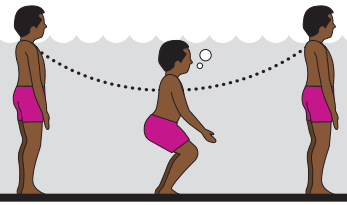
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

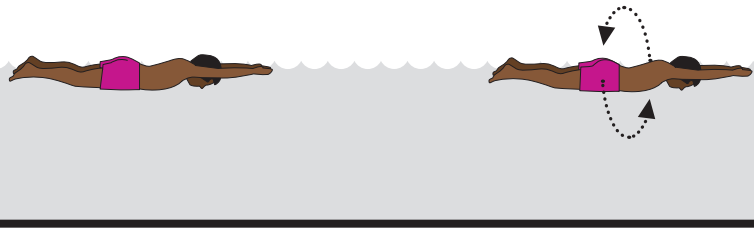
Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



FRONT GLIDE

1. Front walk to wall, face submerged
2. Front glide, assisted, holding wall
3. Front glide, assisted, to wall, one arm's length, feet on bottom
4. Front glide, assisted, to wall, 5 ft.

Skill & Topic Library: Activities

Noodle Glide

Target Glide

Tube Pull or Rope Pull

ROLL

1. Roll, assisted, back to front & front to back

Skill & Topic Library: Activities

Alligator Roll

Hula-Hoop Roll

Roller Coaster Ride

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.4 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT FLOAT

1. Standing, face submerged, assisted
2. Standing, face submerged, on one foot, assisted
3. Front float, assisted, 10 secs.
4. Front float, assisted, 10 secs., recover independently

Skill & Topic Library: Activities

Animal Float

Be Like

Starfish

BACK GLIDE

1. Back walk, head back, away from wall, assisted
2. Back glide, assisted, at wall, on one foot
3. Back glide, assisted, at wall, 5 ft.

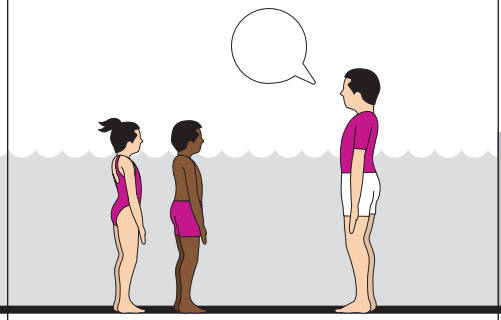
Skill & Topic Library: Activities

Hula-Hoop Glide

Target Glide

Tube Pull or Rope Pull

TOPIC 1.4 5 mins.

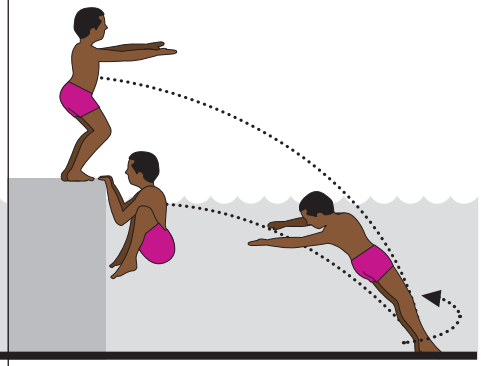


BENCHMARK SKILLS

Describe the two skills students can use to get to the side of the pool if they are in trouble and why each of them is important:

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

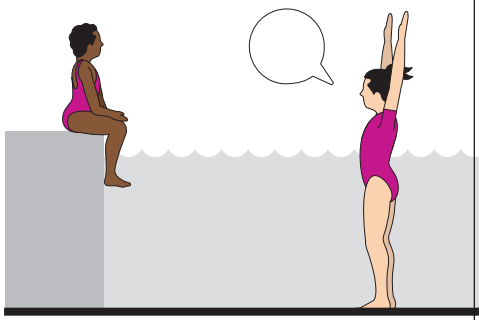
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

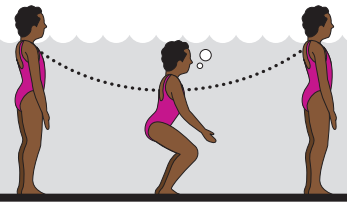
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



FRONT FLOAT

1. Standing, face submerged, assisted
2. Standing, face submerged, on one foot, assisted
3. Front float, assisted, 10 secs.
4. Front float, assisted, 10 secs., recover independently

Skill & Topic Library: Activities

Animal Float

Be Like

Starfish

BACK GLIDE

1. Back walk, head back, away from wall, assisted
2. Back glide, assisted, at wall, on one foot
3. Back glide, assisted, at wall, 5 ft.

Skill & Topic Library: Activities

Hula-Hoop Glide

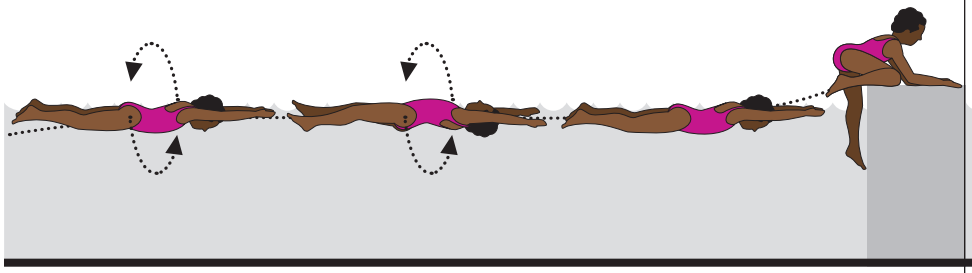
Target Glide

Tube Pull or Rope Pull

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.5 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



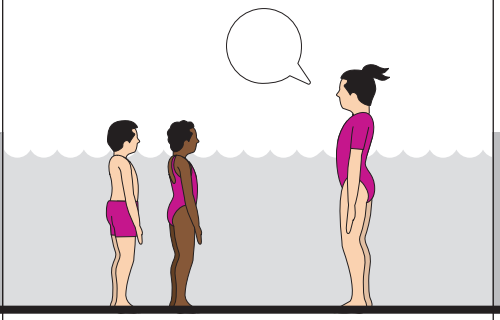
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 1.5 5 mins.



SUPERVISION

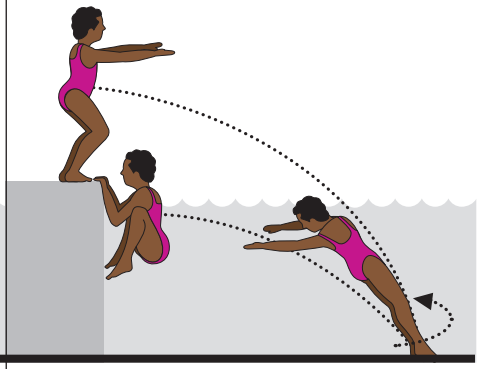
Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

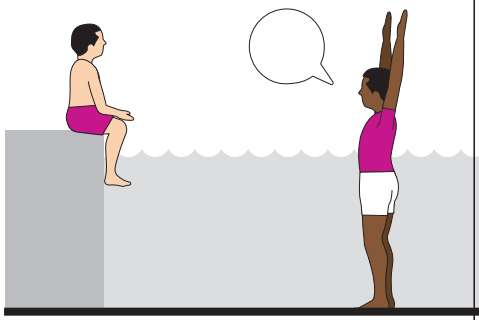
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

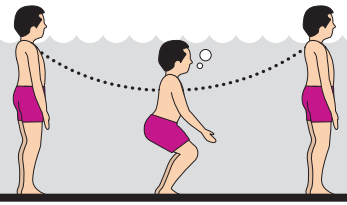
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

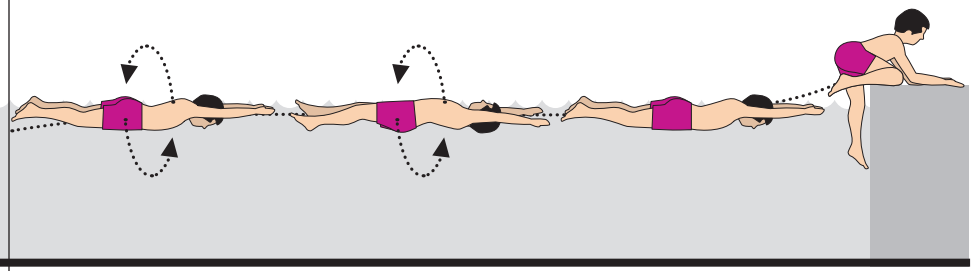
Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

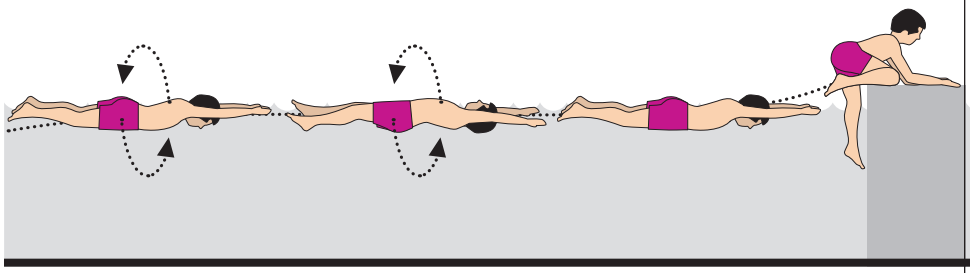
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.6 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



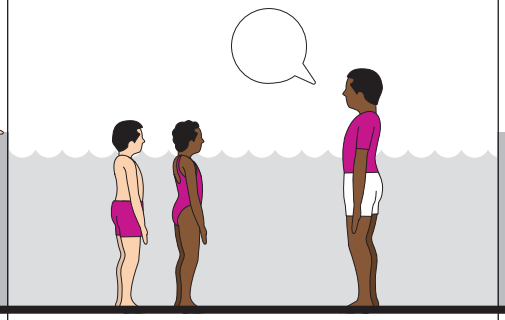
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 1.6 5 mins.



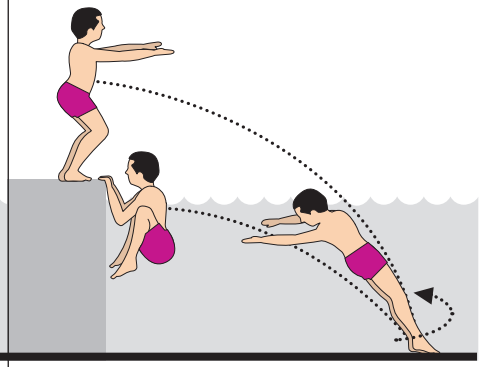
REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save a friend who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help your friend float, such as a pool noodle.

Have students practice a reaching assist and a throwing assist using various objects. Make sure they stay low to the ground and keep themselves safe.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

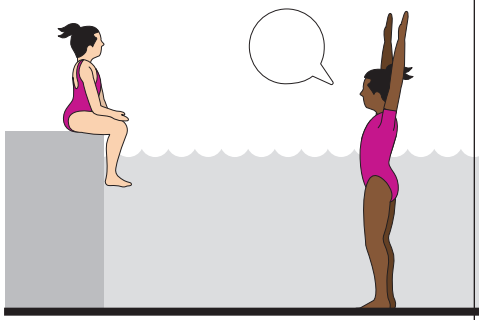
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

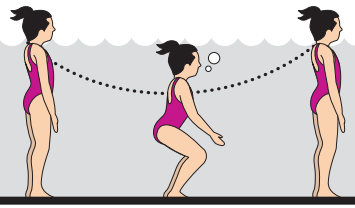
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

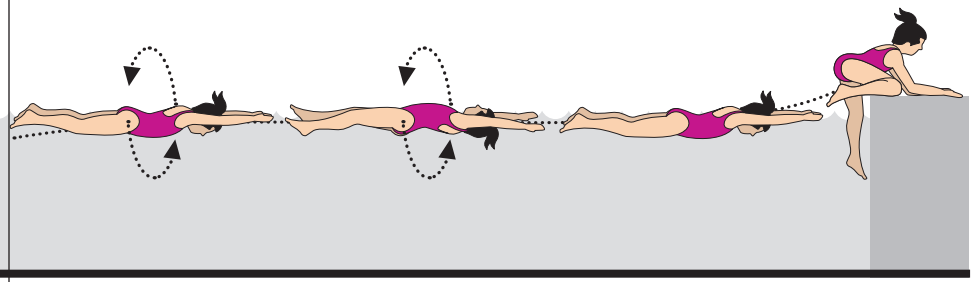
Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

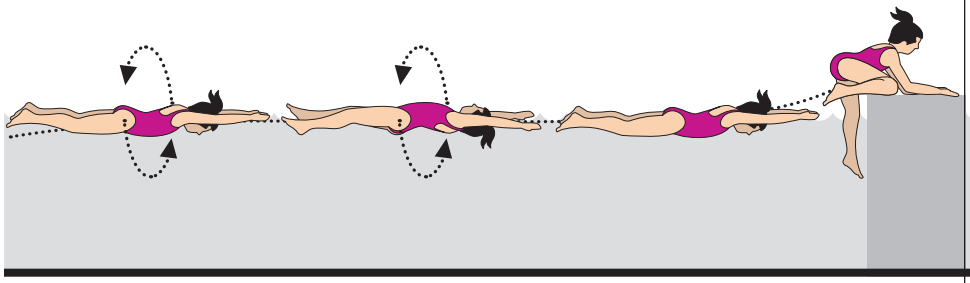
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.7 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



SWIM, FLOAT, SWIM

- With life jackets on, perform swim, float, swim, assisted, 10 ft.
- Take life jackets off and perform swim, float, swim, assisted, 10 ft.

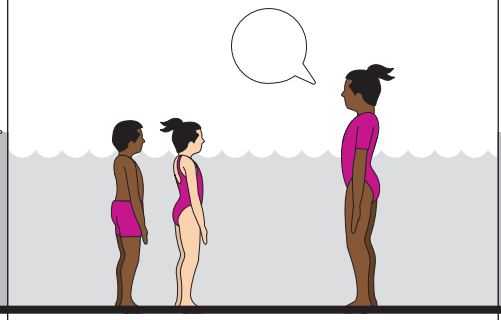
Skill & Topic Library: Activities

Alligator Swim

Partner Swim, Float, Swim

Scenarios

TOPIC 1.7 5 mins.



LIFE JACKETS

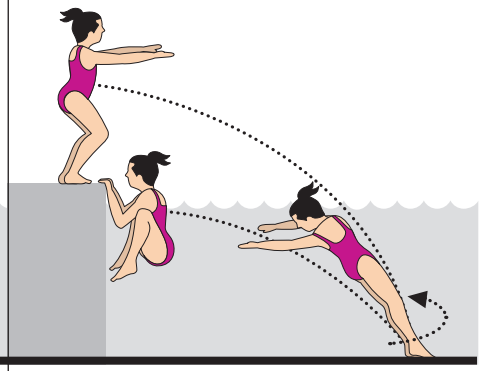
Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump & grab wall, assisted
2. Jump, push off bottom, grab wall, assisted
3. Jump, push, turn, assisted by guiding wrist, grab wall
4. Jump, push, turn, grab, assisted

Skill & Topic Library: Activities

Chop, Chop, Timber

Favorite Animal

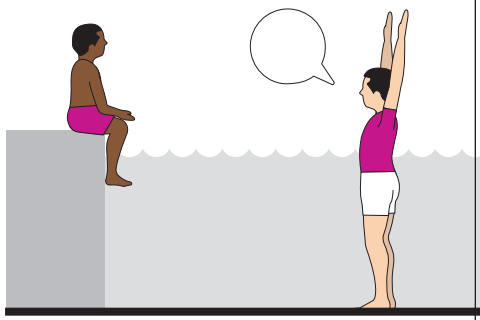
Walk, Turn, Walk, Grab

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 1.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

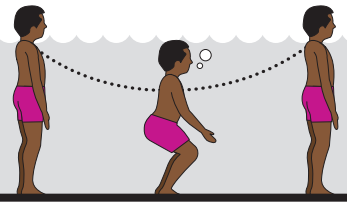
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Blow bubbles
2. Get head & face wet
3. Submerge head
4. Submerge, bob independently

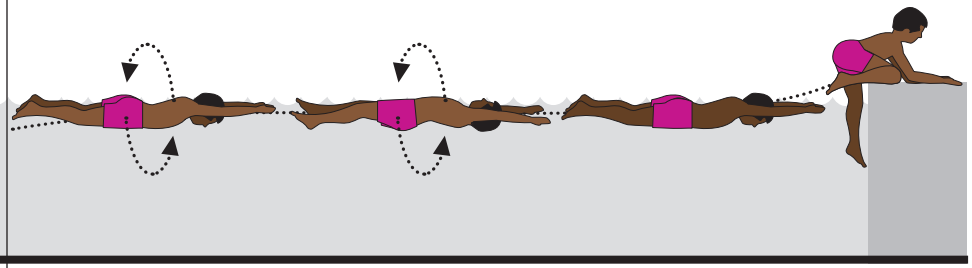
Skill & Topic Library: Activities

Dig for a Bone

Magic Soap

Talk to the Fish

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

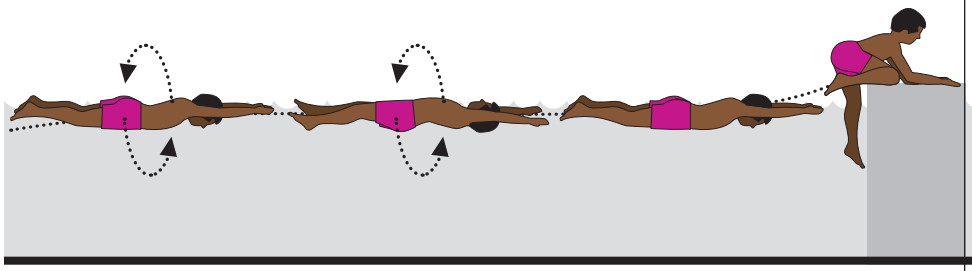
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 1.8 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



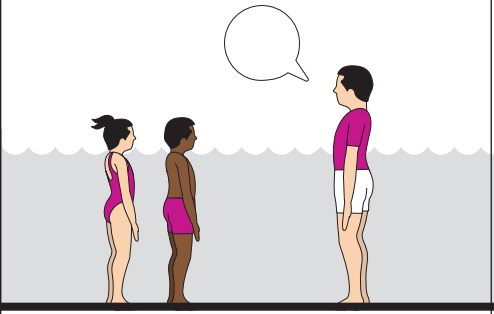
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 1.8 5 mins.



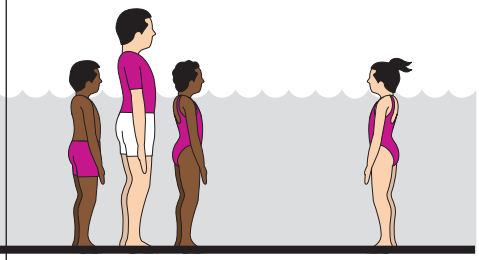
SAFE SWIM AREA

Discuss what could be dangerous in the pool:

- Broken glass
- Cloudy water
- Diving in shallow water
- Swimming without an adult present
- Pool drains

Remind students never to approach water without an adult present and to look before they leap.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

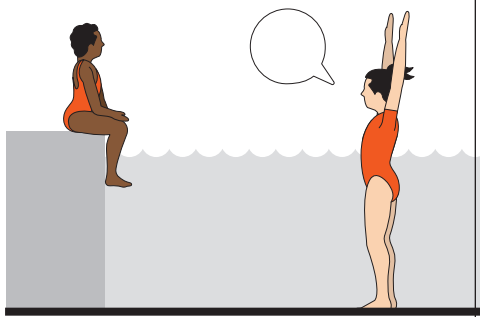
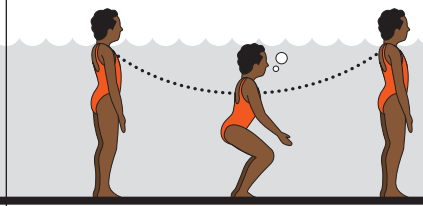
Skill & Topic Library: Activities

Have students select an activity.

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Lesson Guide 2.1

CAUTION: Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.	WARM-UP 8 mins.	REVIEW SKILLS 0 mins.
		

GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

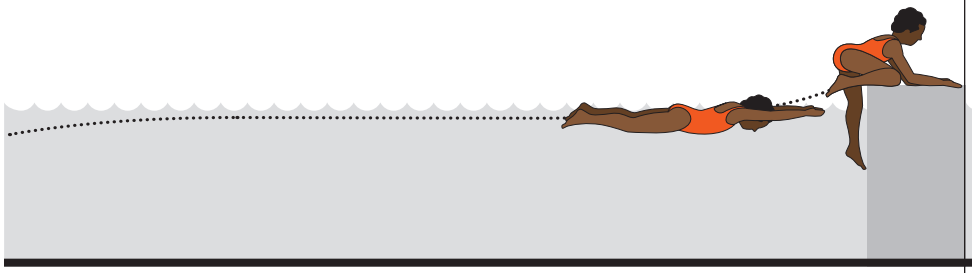
REVIEW SKILLS

There are no skills to review today.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.1 continued

INTRODUCE & SEQUENCE SKILLS 7 mins.



FRONT GLIDE

1 Front glide, assisted, to wall, 5 ft.
2 Front glide, to wall, three arms' lengths, touch wall with fingertips
3 Front glide, to object near wall
4 Front glide, 10 ft. (5 ft. preschool)

Skill & Topic Library: Activities

3-2-1 Blastoff!
Superhero Glide
Target Glide

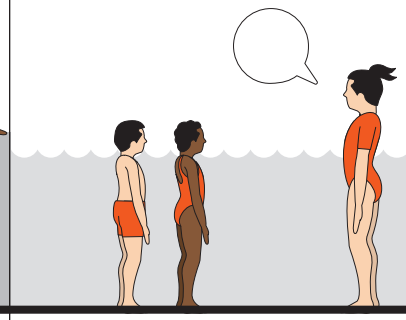
WATER EXIT

1 Elbow, elbow, tummy, knee, assisted
2 Water exit, independently

Skill & Topic Library: Activities

In & Out
Treasure Chest
Wake-Up Shark

TOPIC 2.1 5 mins.



BUILDING RELATIONSHIPS

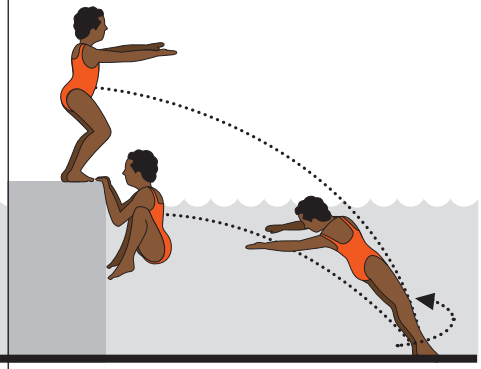
To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1 Jump, push, turn, grab, assisted
2 Jump, push, turn, grab

Skill & Topic Library: Activities

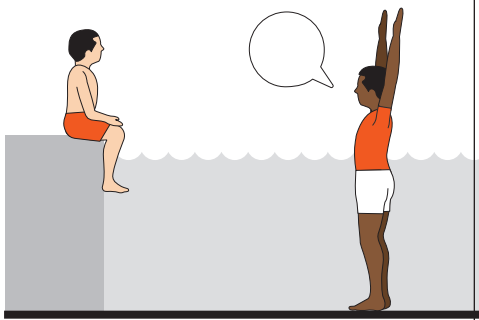
Jump Into My Circle
Jumping Contest
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

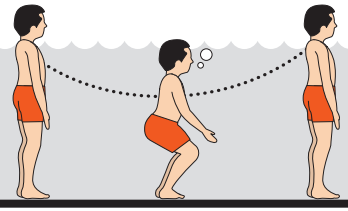
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

Skill & Topic Library: Activities

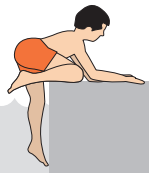
Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.





FRONT GLIDE

1. Front glide, assisted, to wall, 5 ft.
2. Front glide, to wall, three arms' lengths, touch wall with fingertips
3. Front glide, to object near wall
4. Front glide, 10 ft. (5 ft. preschool)

Skill & Topic Library: Activities

3-2-1 Blastoff!

Superhero Glide

Target Glide

WATER EXIT

1. Elbow, elbow, tummy, knee, assisted
2. Water exit, independently

Skill & Topic Library: Activities

In & Out

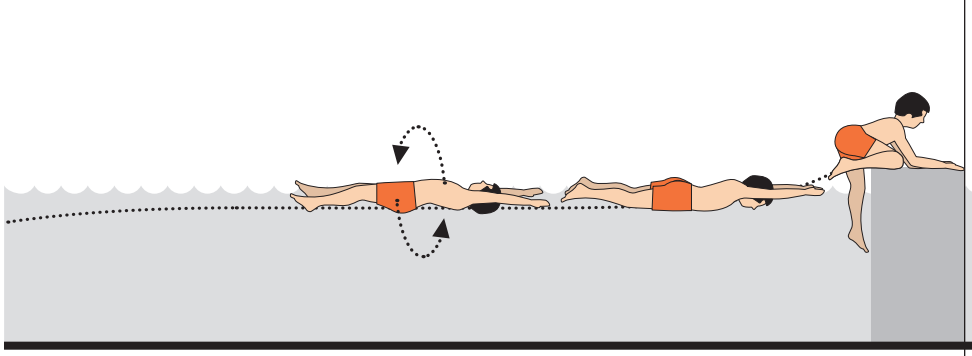
Treasure Chest

Wake-Up Shark

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.2 continued

INTRODUCE & SEQUENCE SKILLS — 10 mins.



BACK FLOAT

1 Back float, assisted, 10 secs., recover independently
2 Back float, 20 secs. (10 secs. preschool)

Skill & Topic Library: Activities

Noodle Wrestle

Tummy Ride

Wave to the Fishies

ROLL

1 Roll, assisted, back to front & front to back
2 Roll, back to front & front to back

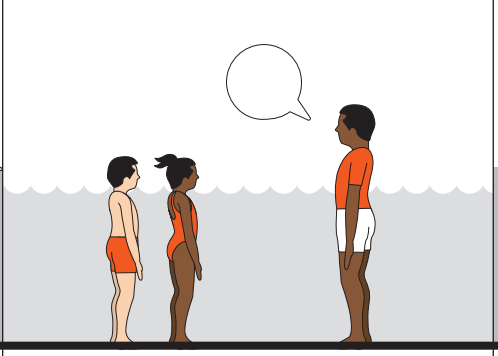
Skill & Topic Library: Activities

Alligator Roll

Flip-Flop

Hula-Hoop Roll

TOPIC 2.2 — 5 mins.



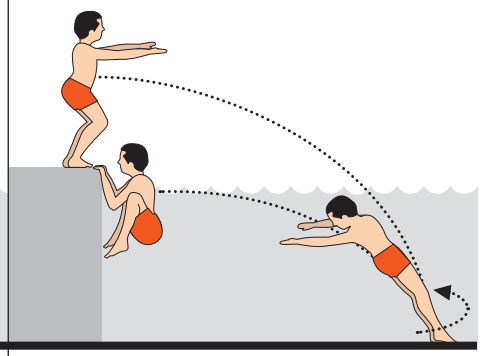
THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

WRAP-UP — 5 mins.



JUMP, PUSH, TURN, GRAB

1 Jump, push, turn, grab, assisted
2 Jump, push, turn, grab

Skill & Topic Library: Activities

Jump Into My Circle

Jumping Contest

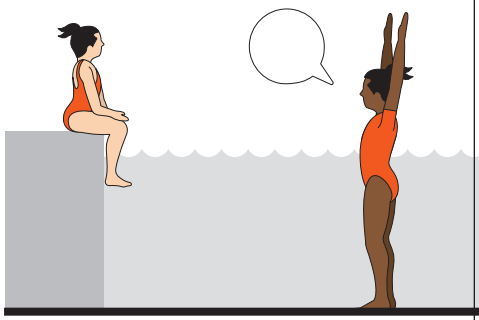
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

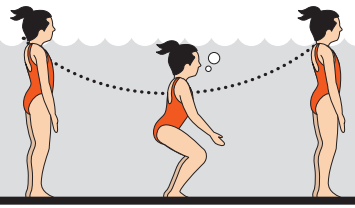
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

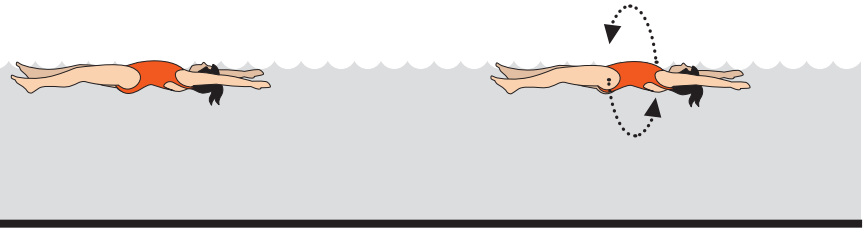
Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



BACK FLOAT

1. Back float, assisted, 10 secs., recover independently
2. Back float, 20 secs. (10 secs. preschool)

Skill & Topic Library: Activities

Noodle Wrestle

Tummy Ride

Wave to the Fishies

ROLL

1. Roll, assisted, back to front & front to back
2. Roll, back to front & front to back

Skill & Topic Library: Activities

Alligator Roll

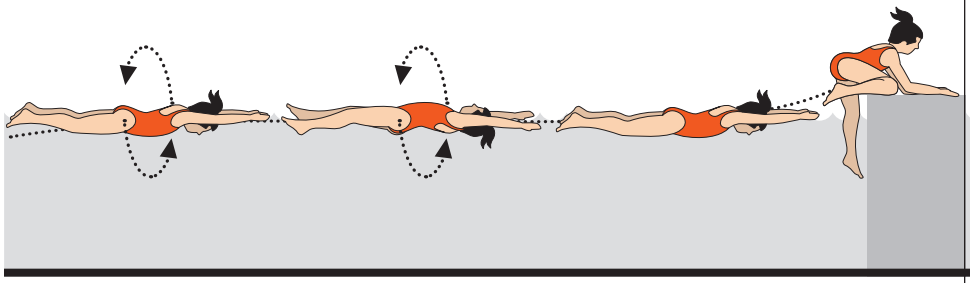
Flip-Flop

Hula-Hoop Roll

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.3 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT GLIDE

1 Front glide, assisted, to wall, 5 ft.
2 Front glide, to wall, three arms' lengths, touch wall with fingertips
3 Front glide, to object near wall
4 Front glide, 10 ft. (5 ft. preschool)

Skill & Topic Library: Activities

3-2-1 Blastoff!
Superhero Glide
Target Glide

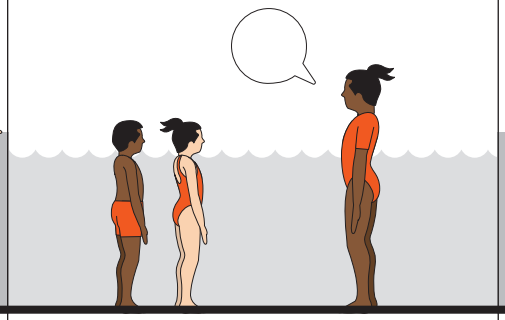
ROLL

1 Roll, assisted, back to front & front to back
2 Roll, back to front & front to back

Skill & Topic Library: Activities

Alligator Roll
Flip-Flop
Hula-Hoop Roll

TOPIC 2.3 5 mins.



FIND HELP

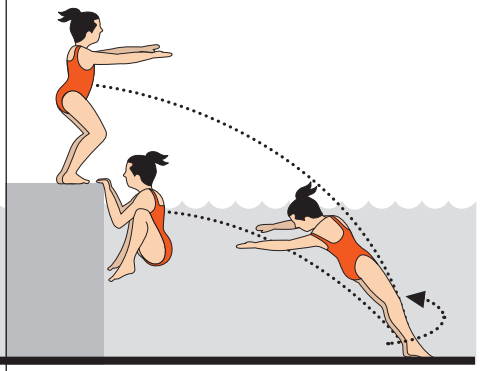
Ask students to list who can help them in the pool area:

- Parents and other family members
- Lifeguards
- Swim Instructors

Let the students know they can go to any of these individuals for help:

- If they are hurt
- If they can't find their parent or another family member
- If they have a question
- If they are being bullied
- If someone else is doing something unsafe

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1 Jump, push, turn, grab, assisted
2 Jump, push, turn, grab

Skill & Topic Library: Activities

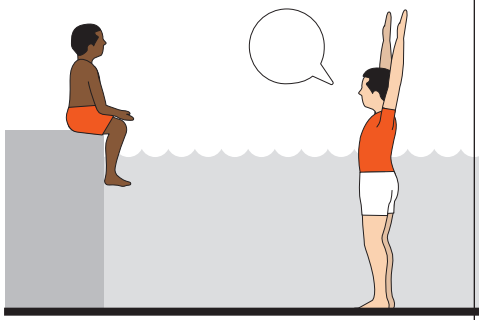
Jump Into My Circle
Jumping Contest
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

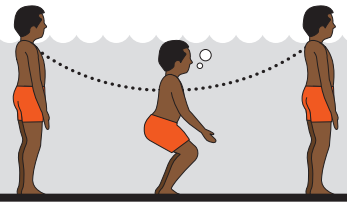
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

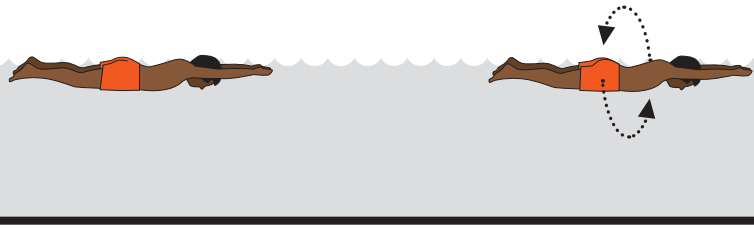
Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



FRONT GLIDE

1. Front glide, assisted, to wall, 5 ft.
2. Front glide, to wall, three arms' lengths, touch wall with fingertips
3. Front glide, to object near wall
4. Front glide, 10 ft. (5 ft. preschool)

Skill & Topic Library: Activities

3-2-1 Blastoff!

Superhero Glide

Target Glide

ROLL

1. Roll, assisted, back to front & front to back
2. Roll, back to front & front to back

Skill & Topic Library: Activities

Alligator Roll

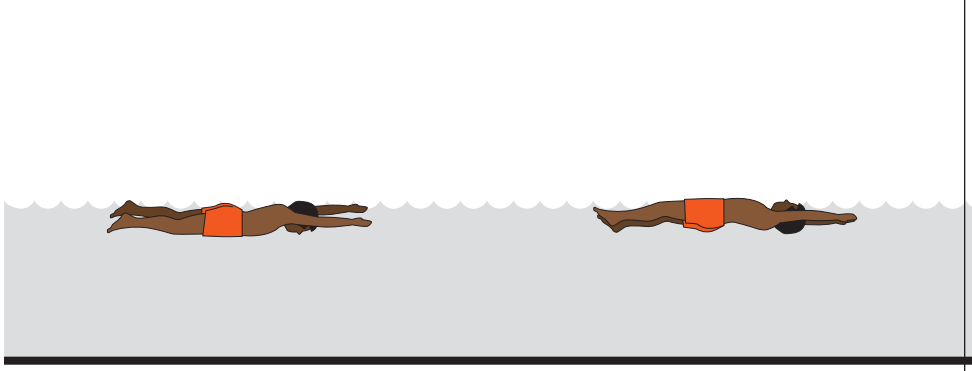
Flip-Flop

Hula-Hoop Roll

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.4 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



FRONT FLOAT

1. Front float, assisted, 10 secs., recover independently
2. Front float, 20 secs. (10 secs. preschool)

Skill & Topic Library: Activities

Animal Float

Float & Stand

How Many Ways?

BACK GLIDE

1. Back glide, assisted, at wall, 5 ft.
2. Back glide, at wall, on one foot
3. Back glide, at wall, 5 ft.
4. Back glide, 10 ft. (5 ft. preschool)

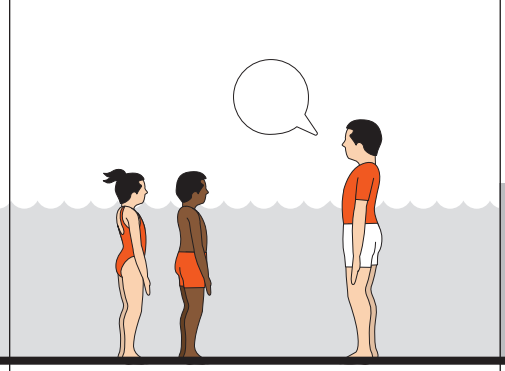
Skill & Topic Library: Activities

3-2-1 Blastoff!

Superhero Glide

Target Glide

TOPIC 2.4 5 mins.

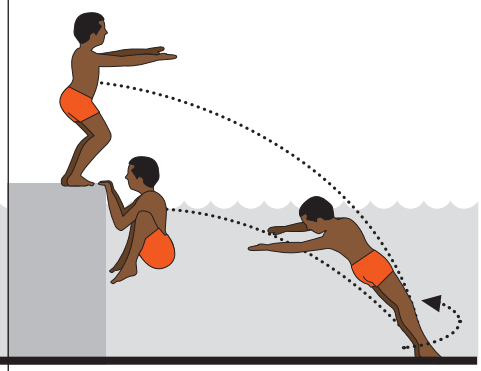


BENCHMARK SKILLS

Describe the two skills students can use to get to the side of the pool if they are in trouble and why each of them is important:

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump, push, turn, grab, assisted
2. Jump, push, turn, grab

Skill & Topic Library: Activities

Jump Into My Circle

Jumping Contest

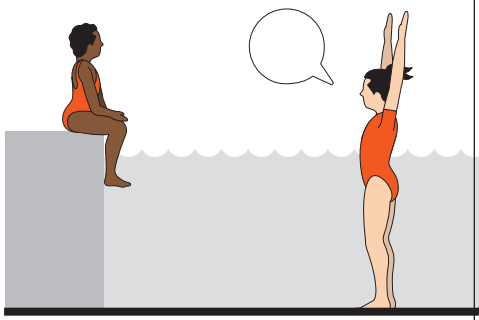
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

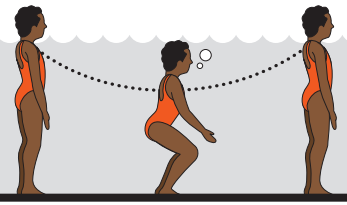
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



FRONT FLOAT

1. Front float, assisted, 10 secs., recover independently
2. Front float, 20 secs. (10 secs. preschool)

Skill & Topic Library: Activities

Animal Float

Float & Stand

How Many Ways?

BACK GLIDE

1. Back glide, assisted, at wall, 5 ft.
2. Back glide, at wall, on one foot
3. Back glide, at wall, 5 ft.
4. Back glide, 10 ft. (5 ft. preschool)

Skill & Topic Library: Activities

3-2-1 Blastoff!

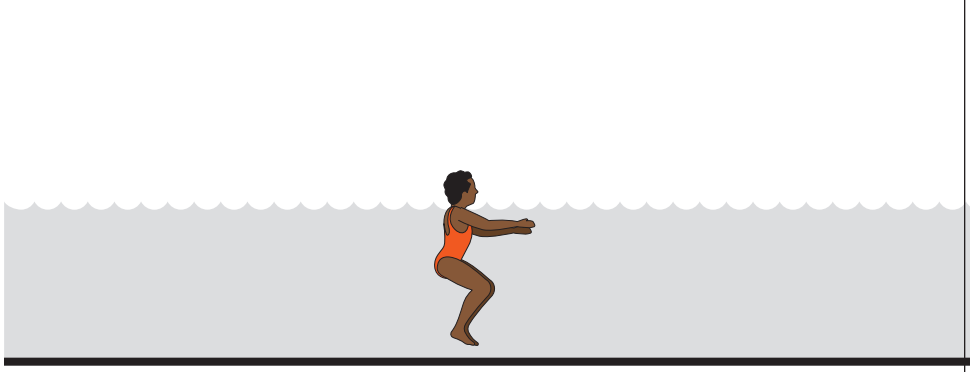
Superhero Glide

Target Glide

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.5 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



TREAD WATER

1. Kick vertically, wearing flotation device
2. Scull with arms vertically, wearing flotation device
3. Kick & scull vertically, wearing flotation device
4. Tread water, 10 secs., near wall, & exit

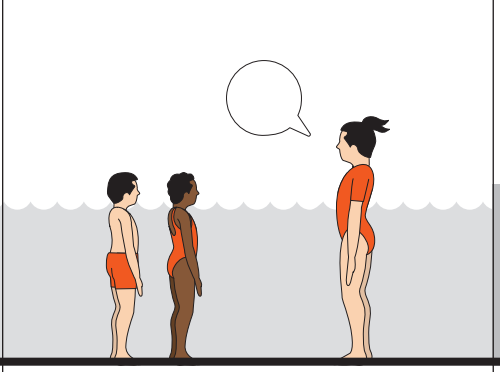
Skill & Topic Library: Activities

Kick-Outs

Kick-Ups

Smooth the Sand

TOPIC 2.5 5 mins.



SUPERVISION

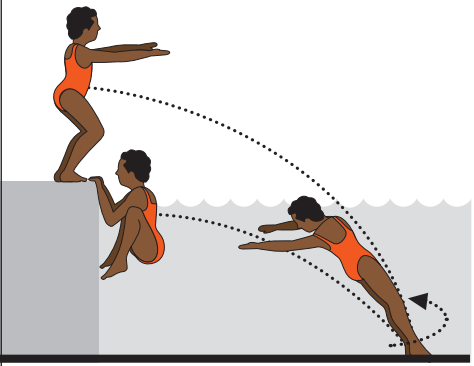
Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1. Jump, push, turn, grab, assisted
2. Jump, push, turn, grab

Skill & Topic Library: Activities

Jump Into My Circle

Jumping Contest

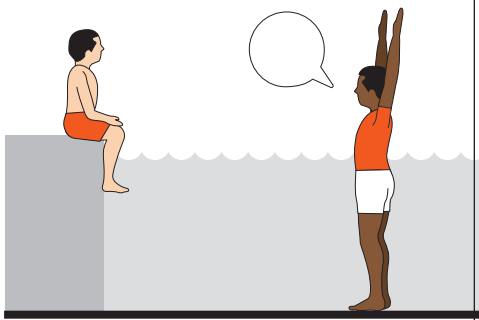
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

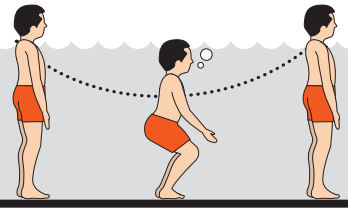
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



TREAD WATER

1. Kick vertically, wearing flotation device
2. Scull with arms vertically, wearing flotation device
3. Kick & scull vertically, wearing flotation device
4. Tread water, 10 secs., near wall, & exit

Skill & Topic Library: Activities

Kick-Outs

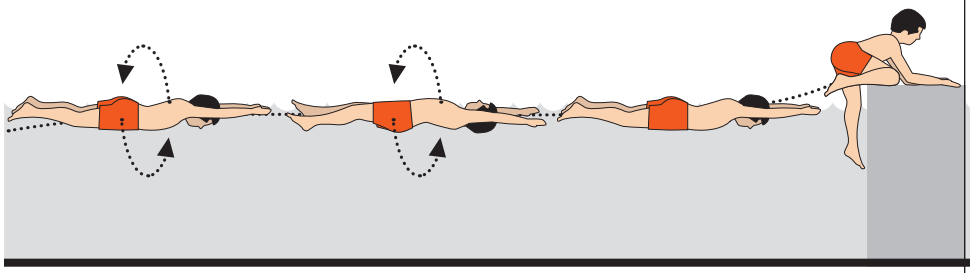
Kick-Ups

Smooth the Sand

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.6 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



SWIM, FLOAT, SWIM

- With life jackets on, perform swim, float, swim, 5 yd.
- Take life jackets off and perform swim, float, swim, 5 yd.

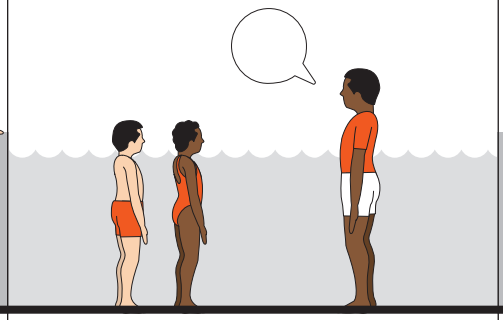
Skill & Topic Library: Activities

Hula-Hoop Swim

Scenarios

Twenty Ways

TOPIC 2.6 5 mins.



LIFE JACKETS

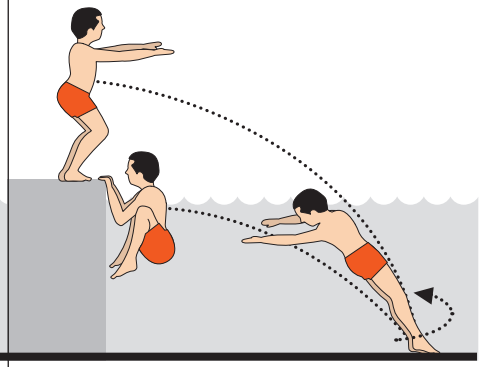
Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1 Jump, push, turn, grab, assisted
2 Jump, push, turn, grab

Skill & Topic Library: Activities

Jump Into My Circle

Jumping Contest

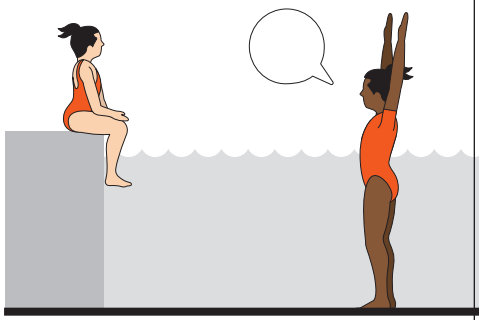
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

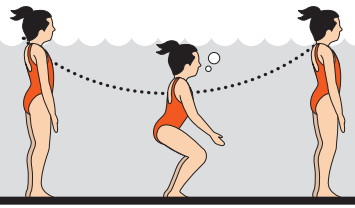
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

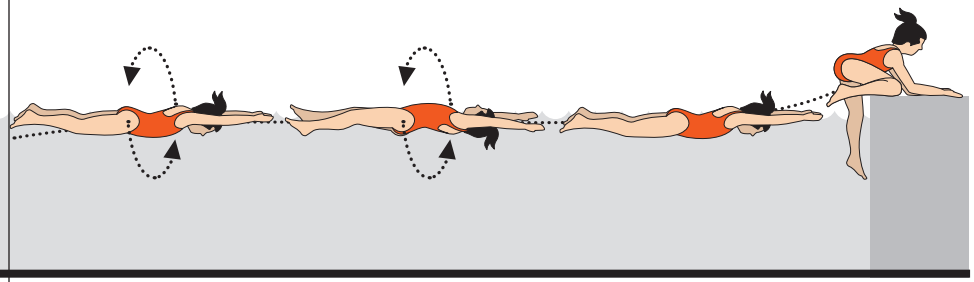
Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

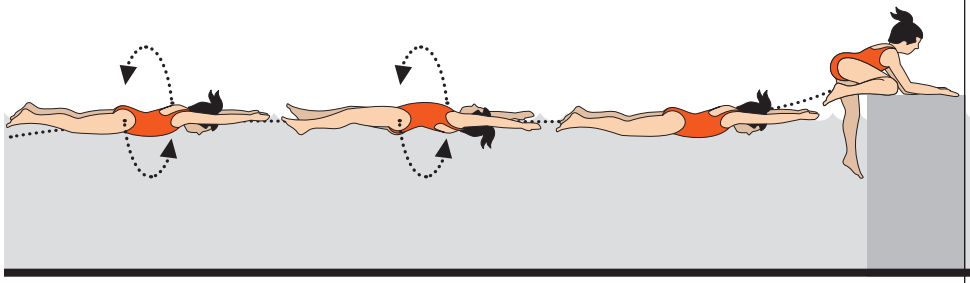
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.7 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



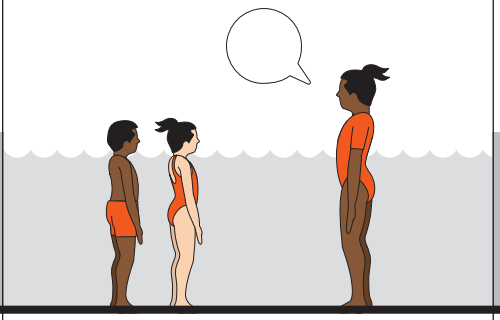
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 2.7 5 mins.



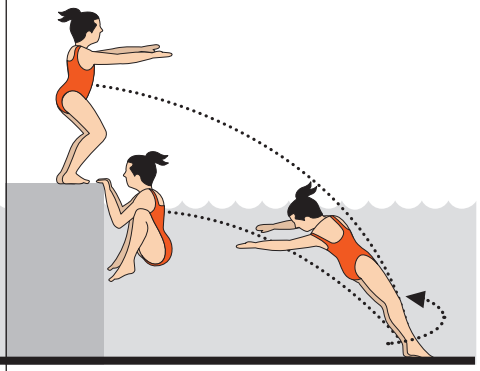
REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save a friend who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help your friend float, such as a pool noodle.

Have students practice a reaching assist and a throwing assist using various objects. Make sure they stay low to the ground and keep themselves safe.

WRAP-UP 5 mins.



JUMP, PUSH, TURN, GRAB

1 Jump, push, turn, grab, assisted
2 Jump, push, turn, grab

Skill & Topic Library: Activities

Jump Into My Circle

Jumping Contest

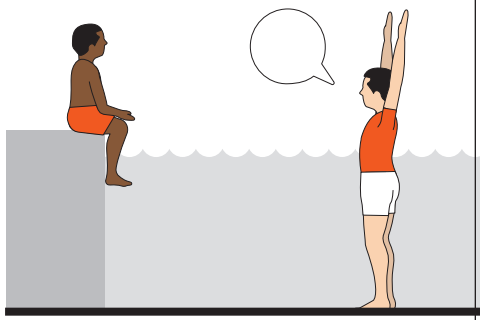
Water Color

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 2.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

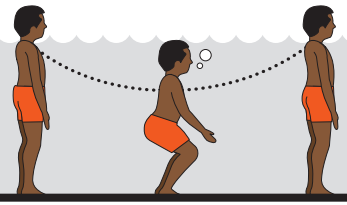
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, bob independently
2. Submerge, 3 secs., exhale, surface, inhale
3. Submerge, look at object on bottom

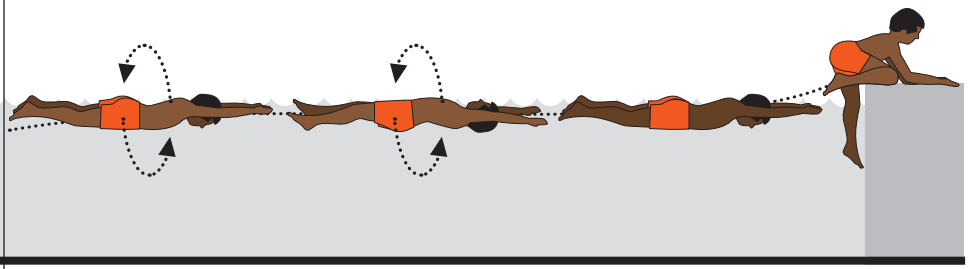
Skill & Topic Library: Activities

Talk to the Fish

Target Submerge

Underwater Band

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

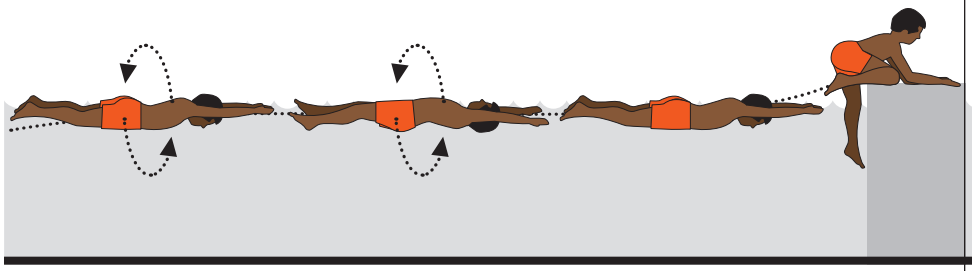
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 2.8 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



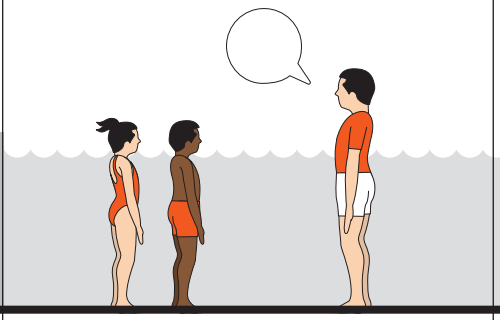
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 2.8 5 mins.

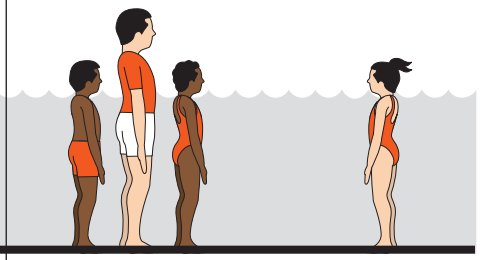


BACKYARD POOLS

Ask students what they can do to keep themselves safe in their, or a friend's, backyard pool:

- Don't swim without permission or without adult supervision.
- Ask an adult for help if you want something in or around the pool.
- Keep your hands, fingers, feet, and toes out of any openings in the pool, such as grates.
- Don't swim or play in hot tubs or whirlpools.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

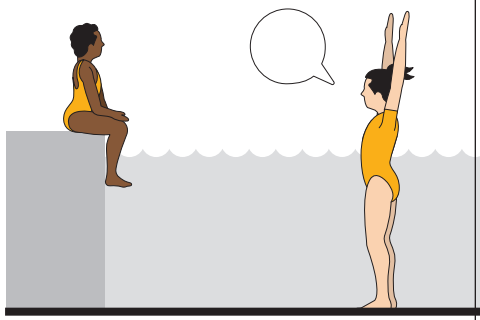
Have students select an activity.

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Lesson Guide 3.1

CAUTION: Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

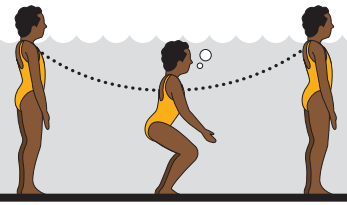
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 8 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

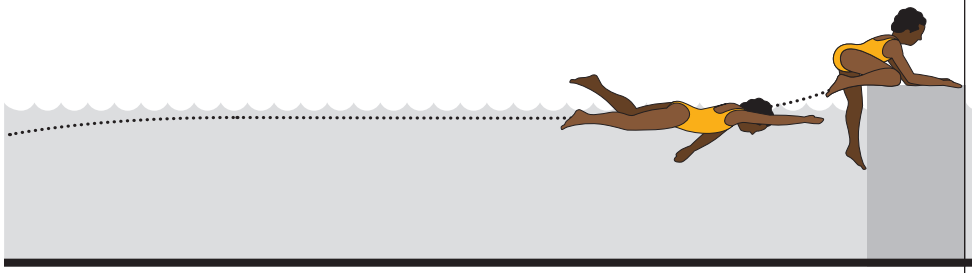
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.1 continued

INTRODUCE & SEQUENCE SKILLS 7 mins.



SWIM ON FRONT

1. Front glide, 10 ft. (5 ft. preschool)
2. Front glide, roll to side glide
3. Front glide, with kick, roll to side glide
4. Swim on front, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

1-2-3-Breathe Drill

Fish Fins

Three-Pulls-&-a-Roll Drill

WATER EXIT

1. Elbow, elbow, tummy, knee, assisted
2. Water exit, independently

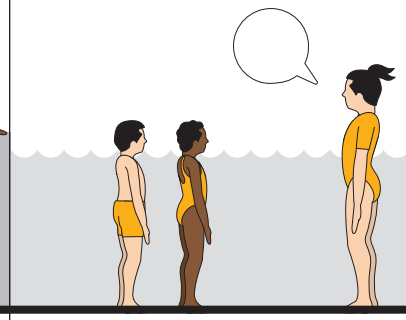
Skill & Topic Library: Activities

In & Out

Treasure Chest

Wake-Up Shark

TOPIC 3.1 5 mins.



BUILDING RELATIONSHIPS

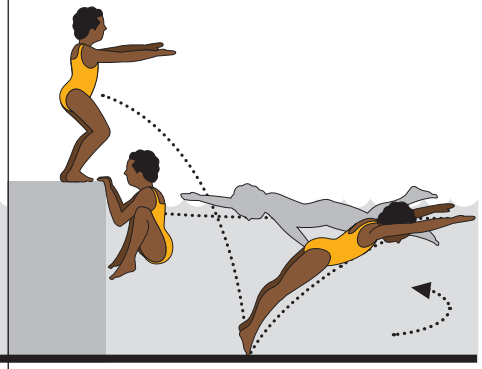
To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

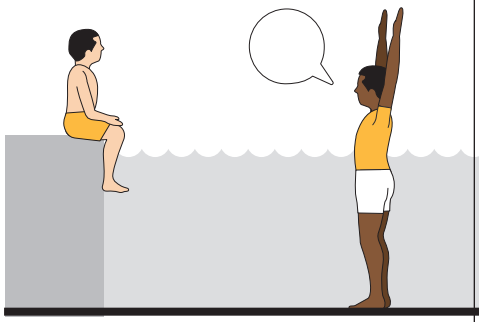
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

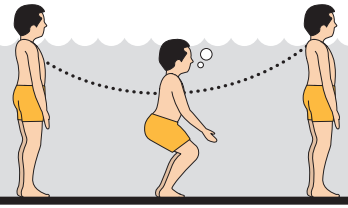
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

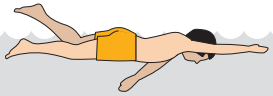
Skill & Topic Library: Activities

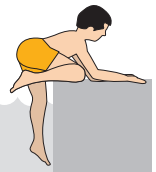
Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.





SWIM ON FRONT

1. Front glide, 10 ft. (5 ft. preschool)
2. Front glide, roll to side glide
3. Front glide, with kick, roll to side glide
4. Swim on front, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

1-2-3-Breathe Drill

Fish Fins

Three-Pulls-&-a-Roll Drill

WATER EXIT

1. Elbow, elbow, tummy, knee, assisted
2. Water exit, independently

Skill & Topic Library: Activities

In & Out

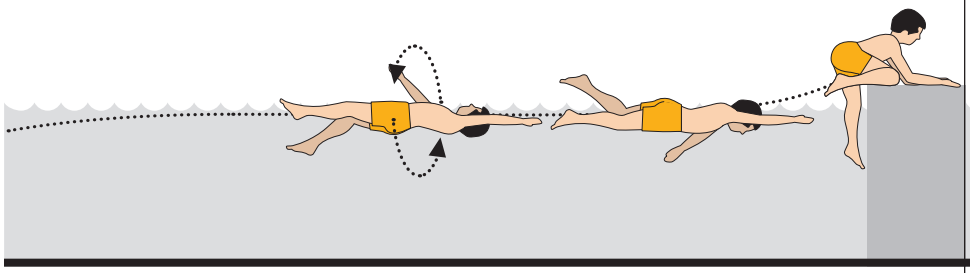
Treasure Chest

Wake-Up Shark

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.2 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



SWIM ON BACK

1. Back glide, 10 ft. (5 ft. preschool)
2. Back glide, with kick
3. Swim on back, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

Back Kick With Kickboard

Fish Fins

Hard & Soft

ROLL

1. Roll, back to front & front to back

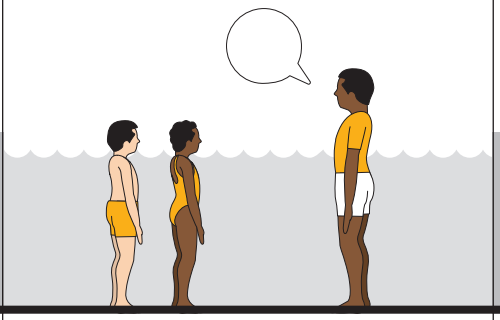
Skill & Topic Library: Activities

Corkscrew

Flip-Flop

Noodle Wrestle

TOPIC 3.2 5 mins.



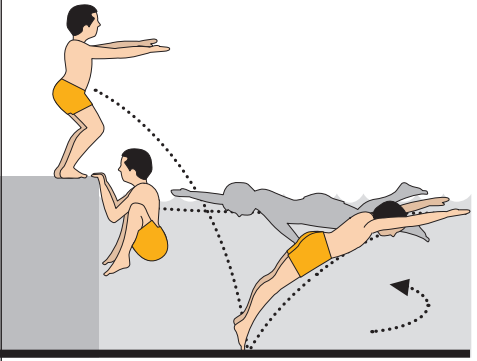
THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

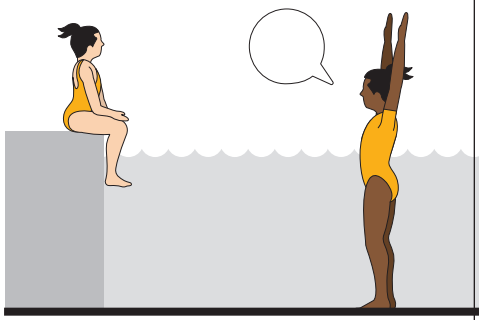
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

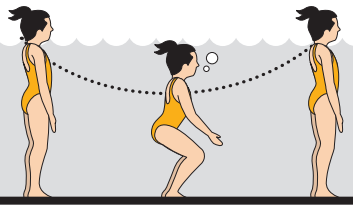
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

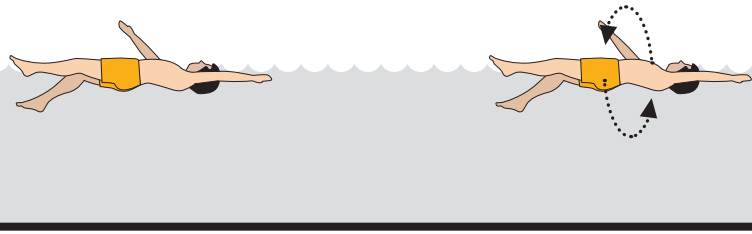
Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



SWIM ON BACK

1. Back glide, 10 ft. (5 ft. preschool)
2. Back glide, with kick
3. Swim on back, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

Back Kick With Kickboard

Fish Fins

Hard & Soft

ROLL

1. Roll, back to front & front to back

Skill & Topic Library: Activities

Corkscrew

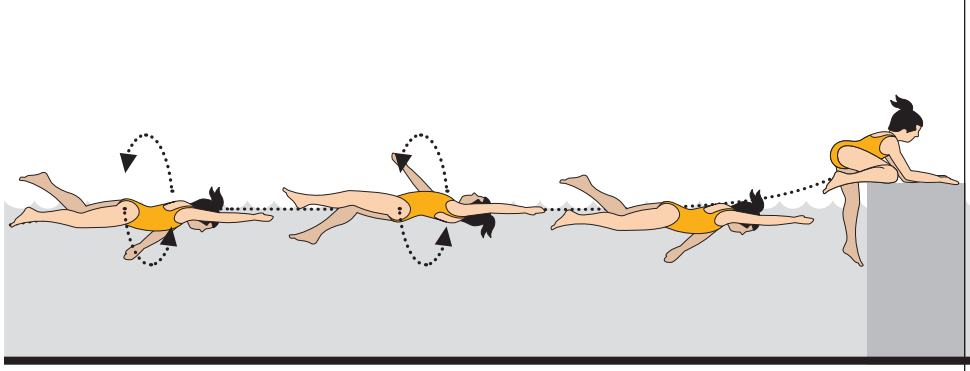
Flip-Flop

Noodle Wrestle

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.3 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



SWIM ON FRONT

1. Front glide, 10 ft. (5 ft. preschool)
2. Front glide, roll to side glide
3. Front glide, with kick, roll to side glide
4. Swim on front, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

1-2-3-Breathe Drill

Fish Fins

Three-Pulls-&-a-Roll Drill

ROLL

1. Roll, back to front & front to back

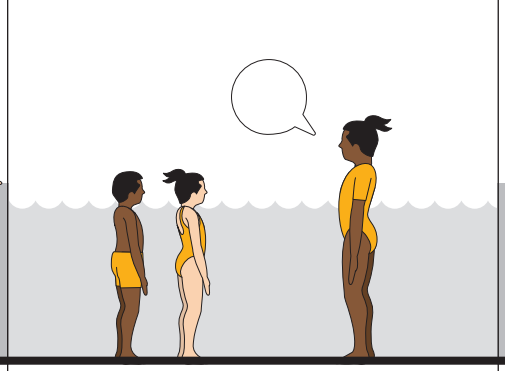
Skill & Topic Library: Activities

Corkscrew

Flip-Flop

Noodle Wrestle

TOPIC 3.3 5 mins.



SUN SAFETY

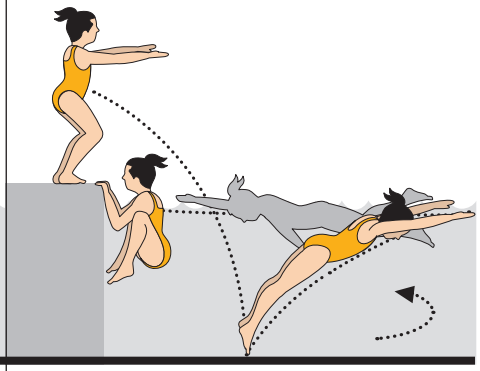
Discuss what can happen if people stay out in the sun too long (without any protection):

- Sunburn
- Heatstroke
- Dehydration

Ask students what can provide protection from the sun:

Sunscreen, hat, sunglasses, T-shirt, drinking water, staying in the shade

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

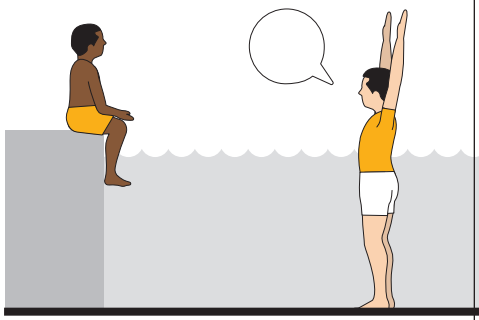
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.
- Tell students to come with their clothes over their swimsuits next lesson.

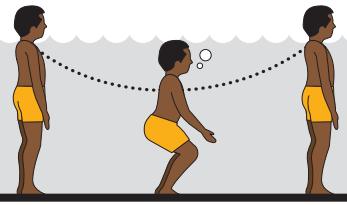
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

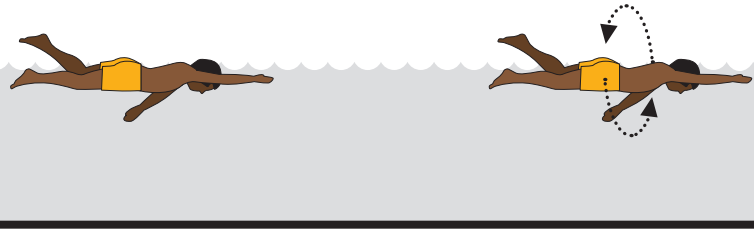
Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



SWIM ON FRONT

1. Front glide, 10 ft. (5 ft. preschool)
2. Front glide, roll to side glide
3. Front glide, with kick, roll to side glide
4. Swim on front, 15 yd. (10 yd. preschool)

Skill & Topic Library: Activities

1-2-3-Breathe Drill

Fish Fins

Three-Pulls-&-a-Roll Drill

ROLL

1. Roll, back to front & front to back

Skill & Topic Library: Activities

Corkscrew

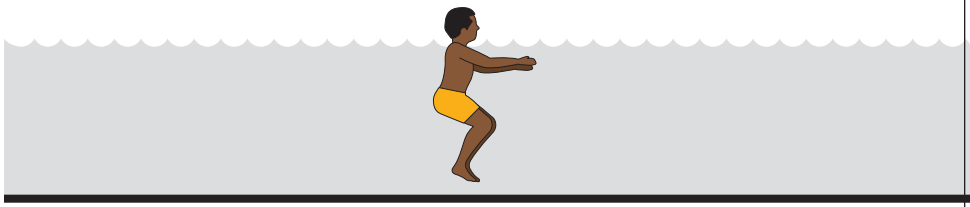
Flip-Flop

Noodle Wrestle

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.4 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



TREAD WATER

1. Tread water, 10 secs., near wall, & exit
2. Tread water, 1 min. & exit (30 secs. preschool)

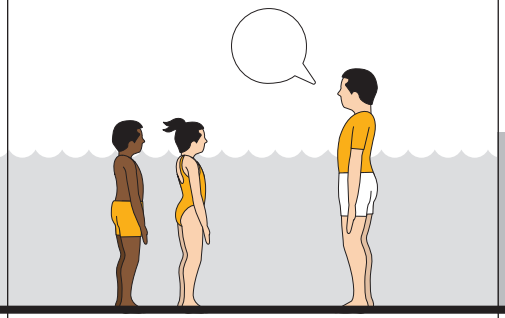
Skill & Topic Library: Activities

Kick-Outs

Kick-Ups

Smooth the Sand

TOPIC 3.4 5 mins.



BENCHMARK SKILLS

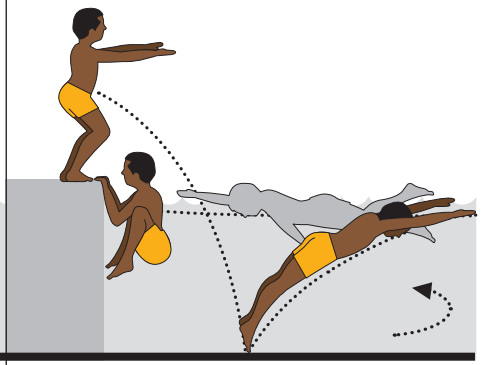
Discuss the importance of swimming and what else students need to do to become strong swimmers:

Swimming is a lifelong skill, it can save your life, and it's fun! Learn swimming strokes and swim long distances.

Ask students what they can do once they've become strong swimmers:

Swim team or triathlons, synchronized swimming or diving, swim instruction and lifeguarding, and swimming for fun and physical activity

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

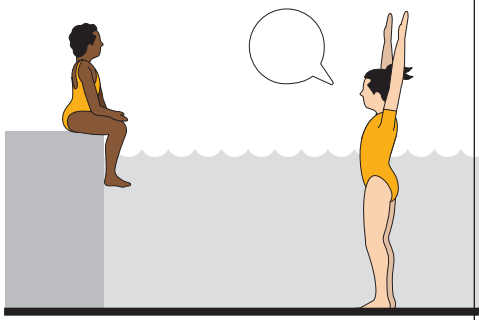
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

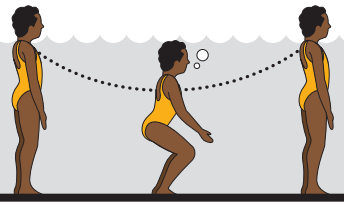
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



TREAD WATER

1. Tread water, 10 secs., near wall, & exit
2. Tread water, 1 min. & exit (30 secs. preschool)

Skill & Topic Library: Activities

Kick-Outs

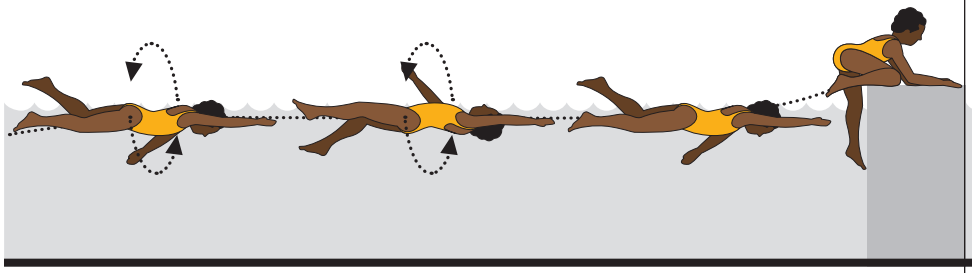
Kick-Ups

Smooth the Sand

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.5 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



SWIM, FLOAT, SWIM

- In deep water, with clothes and life jackets on, perform swim, float, swim, 25 yd. (15 yd. preschool)
- Take life jackets off and, with clothes on, perform swim, float, swim, 25 yd. (15 yd. preschool)
- Take clothes off and perform swim, float, swim, 25 yd. (15 yd. preschool)

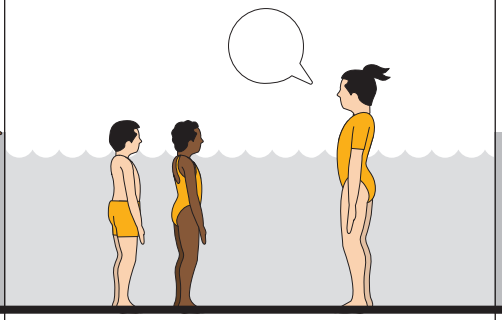
Skill & Topic Library: Activities

Paddle Push

Partner Swim, Float, Swim

Scenarios

TOPIC 3.5 5 mins.



LIFE JACKETS

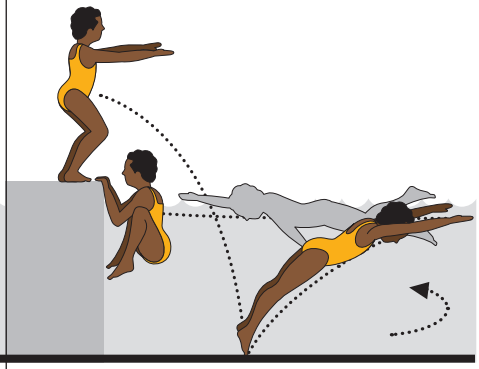
Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

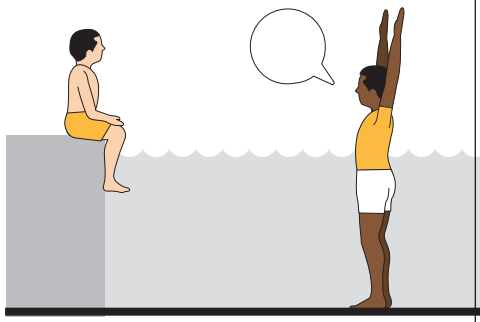
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

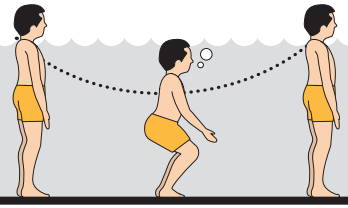
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

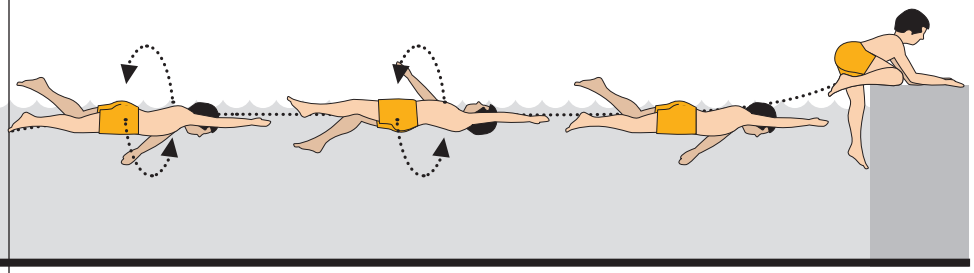
Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

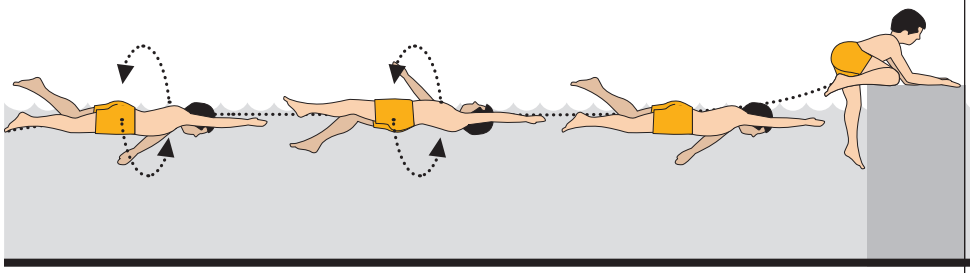
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.6 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



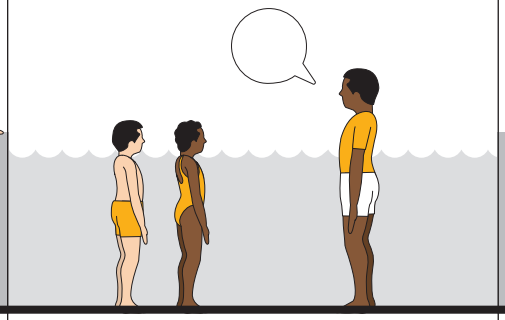
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 3.6 5 mins.



SUPERVISION

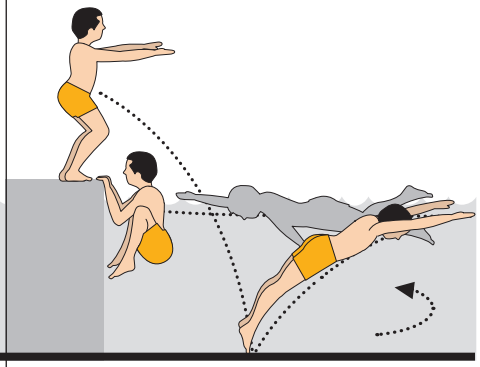
Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

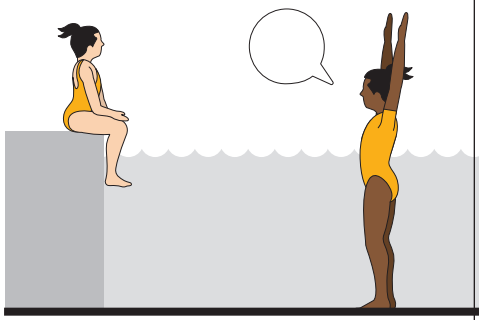
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

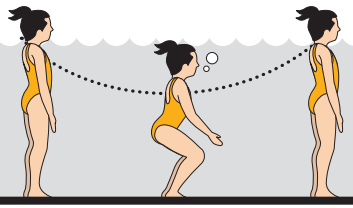
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

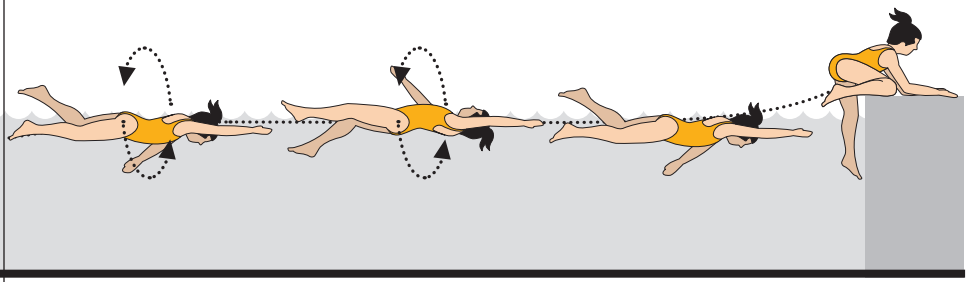
Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

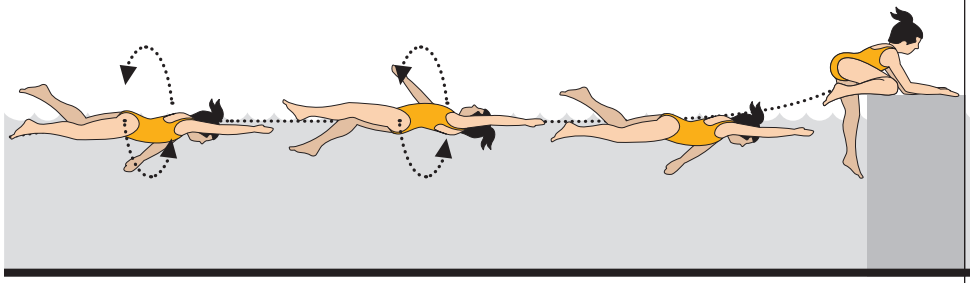
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.7 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



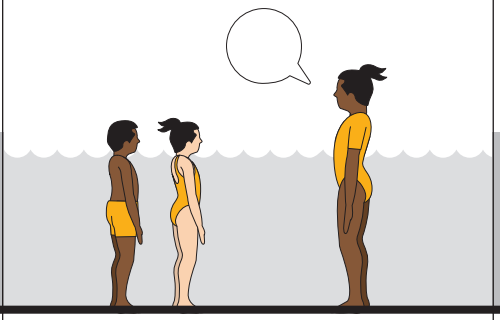
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 3.7 5 mins.



CALL 911

Ask students when they should call 911:

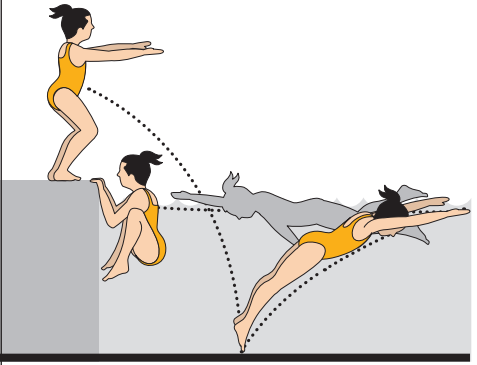
Call 911 if you think a person is in trouble and there is no adult nearby.

Discuss what students should be prepared to tell a 911 operator:

- Your first and last name
- The address of your location
- The telephone number you're calling from
- What happened and how many people are hurt

Using a toy phone, demonstrate, and have each student practice, making a 911 call.

WRAP-UP 5 mins.



JUMP, SWIM, TURN, SWIM, GRAB

1. Jump, push, turn, grab
2. Jump, turn, grab, in deep water
3. Jump, swim, turn, swim, grab, 10 yd.

Skill & Topic Library: Activities

Hoop Jump

Jumping Contest

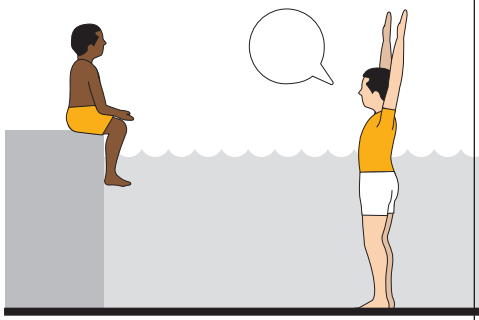
Parachute Jump

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 3.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

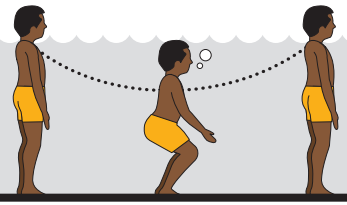
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1. Submerge, look at object on bottom
2. Submerge, retrieve object in chest-deep water

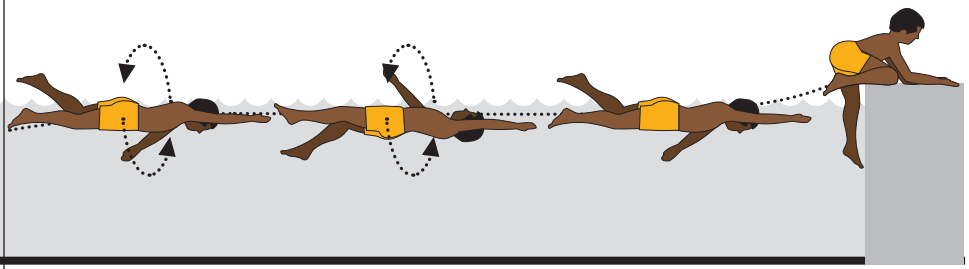
Skill & Topic Library: Activities

Firefighter Pole

Hoop Swim

Treasure Dive

REVIEW SKILLS 5 mins.



REVIEW SKILL

Work on skills that need improvement.

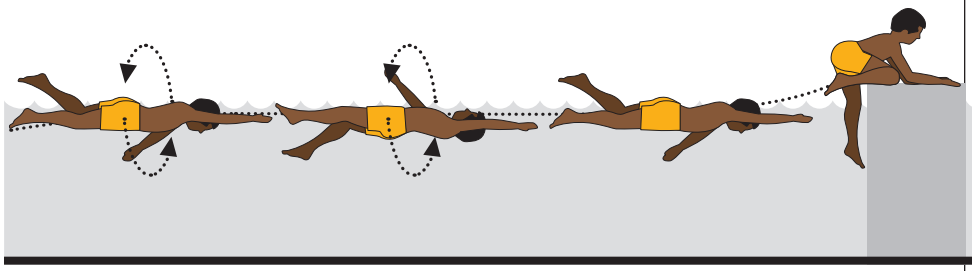
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 30-minute lessons. Adjust as needed.

Lesson Guide 3.8 continued

INTRODUCE & SEQUENCE SKILLS 10 mins.



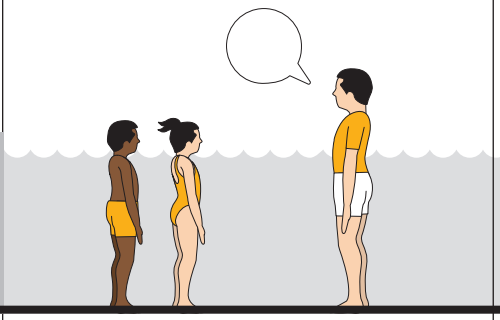
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 3.8 5 mins.



POOL DRAINS

Discuss what pool drains do:

Pool drains pull water into the filtration system so it can be cleaned and returned to the pool.

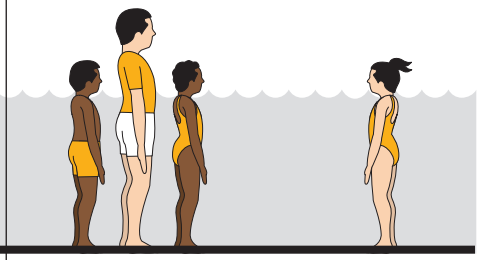
Ask students why pool drains can be dangerous:

Swimmers can get stuck on a drain in deep water and not be able to get to the surface.

Discuss two rules students should follow related to drains:

- Don't swim or play around pool drains.
- Don't swim in a pool that is missing drain covers.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

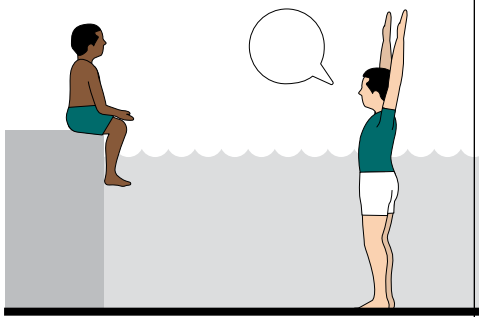
Have students select an activity.

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Lesson Guide 4.1

CAUTION: When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

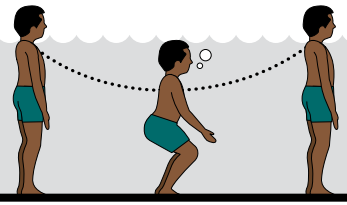
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 5 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

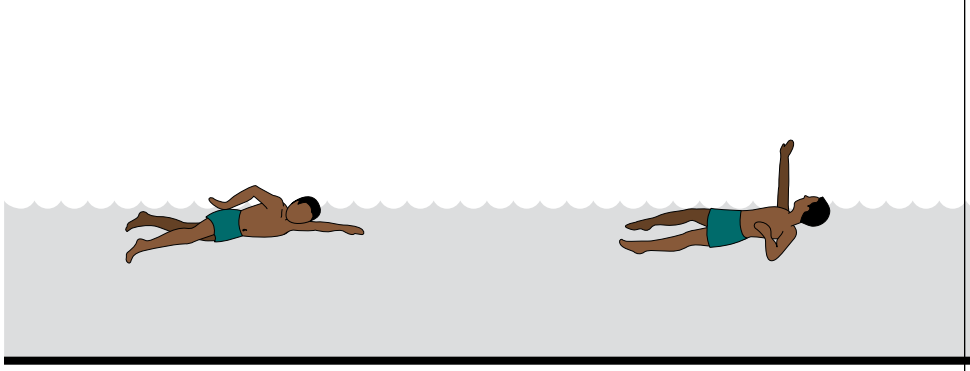
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.1 continued

INTRODUCE & PRACTICE SKILLS — 20 mins.



FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

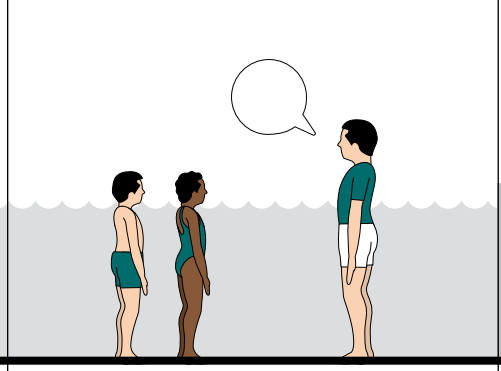
Skill & Topic Library: Activities

Back-Fin Kick

Back Kick With Kickboard

Little-Finger-First Drill

TOPIC 4.1 — 5 mins.



WEATHER

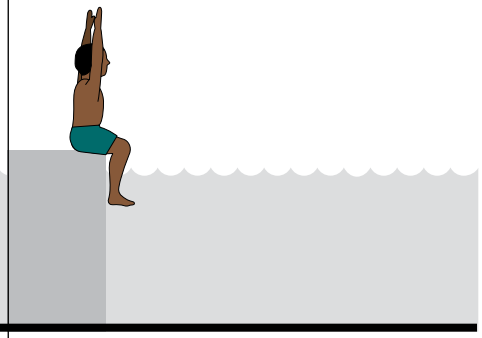
Discuss why it's important to pay attention to weather when swimming:

Storms can come up fast and can produce strong winds, heavy rain, and lightning.

Share the following tips for staying safe in potentially dangerous weather:

- Monitor threatening weather.
- When thunder roars, go indoors.
- Get to a safer structure.
- Postpone aquatic activities.
- The pool can be considered safe to reoccupy 30 minutes after the last lightning is seen or thunder is heard.

WRAP-UP — 5 mins.



DIVE

1. Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

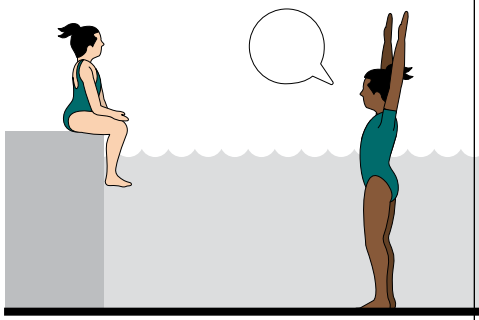
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

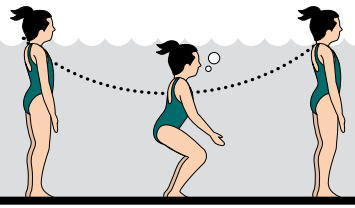
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

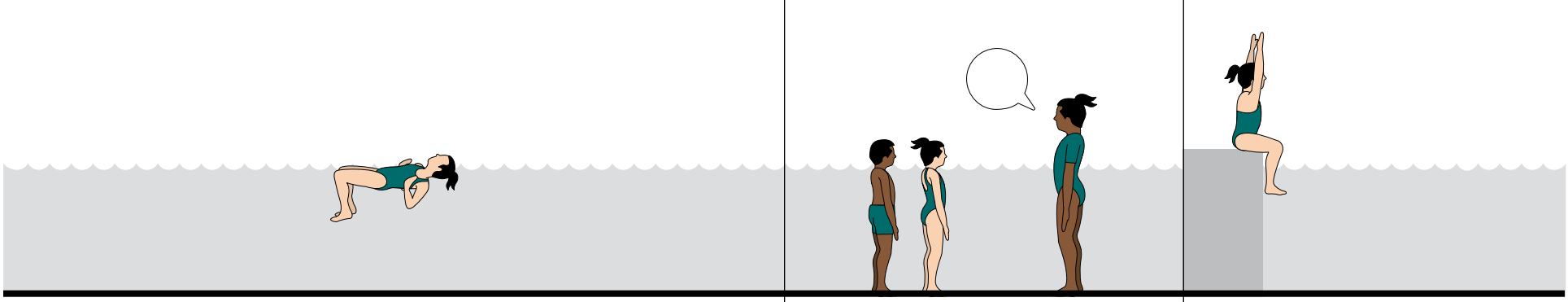
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.2 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



RESTING STROKE

1. Back glide, elementary backstroke kick, 15 yd.
2. Back glide, elementary backstroke arms, 15 yd.
3. Resting stroke, elementary backstroke, 15 yd.

Skill & Topic Library: Activities

Arm Mantras

Integrated-Movement Mantra

Vertical Breaststroke Kick

TOPIC 4.2 5 mins.

FIRST AID

Discuss the basic first aid steps students should take if someone is bleeding:

- Call for help.
- Get gloves and put them on.
- Cover the wound.
- Apply direct pressure.

Have students role-play victim and rescuer:

Make sure rescuers call for help, put on gloves, apply direct pressure to the wound with a sterile pad, and apply roller gauze or an elastic bandage.

WRAP-UP 5 mins.

DIVE

1. Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

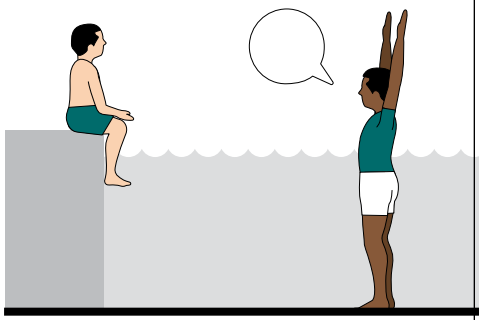
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

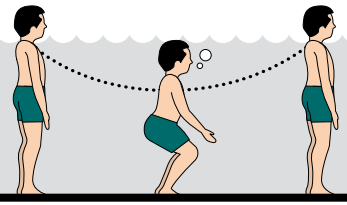
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

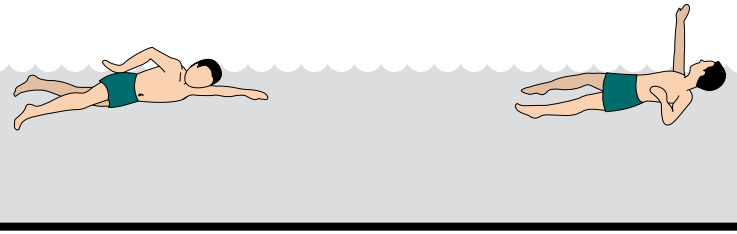
Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

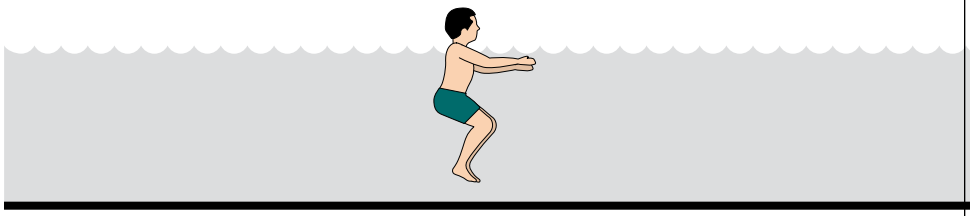
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.3 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



TREAD WATER

1 Tread water, 1 min. & exit (30 secs. preschool)
2 Tread water, scissor & whip kick, 1 min.

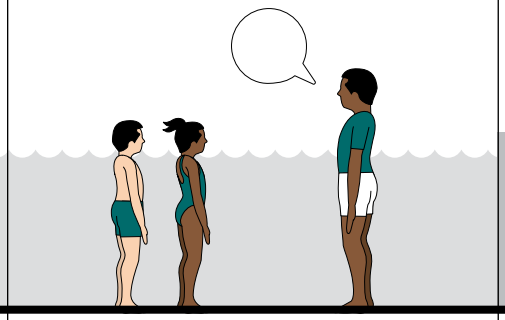
Skill & Topic Library: Activities

Kick-Outs

Kick-Ups

Tread Water While Singing

TOPIC 4.3 5 mins.



HYPOXIC BLACKOUT

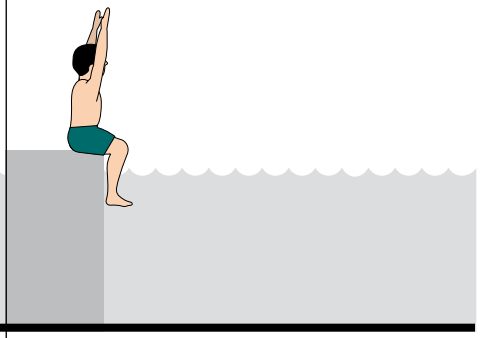
Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

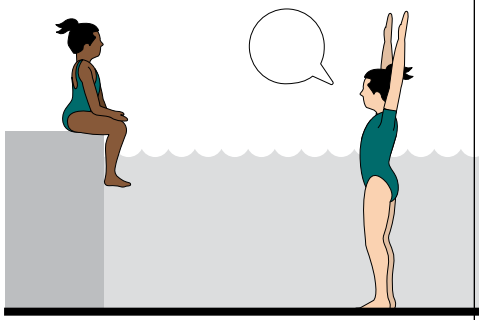
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

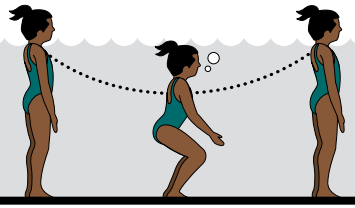
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

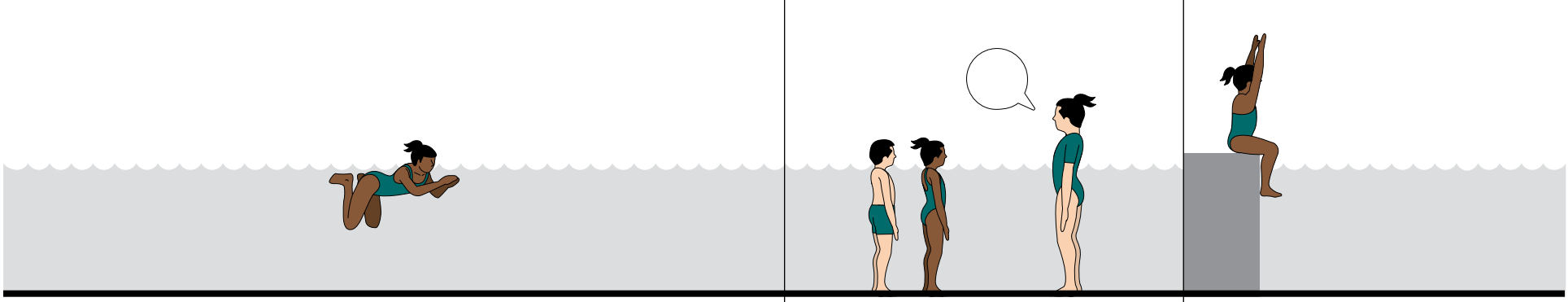
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.4 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BREASTSTROKE

1 Breaststroke, kick, 15 yd.

Skill & Topic Library: Activities

Breaststroke Kick on Back

Kickboard Series

Vertical Breaststroke Kick

TOPIC 4.4 5 mins.

OPEN WATER

Ask students to list some of the dangers of open water:

- Swimmers can get caught in currents.
- It's harder to supervise swimmers.
- Cold water can make swimming and floating more difficult.

Ask students what they can do to keep themselves safe in open water:

- Know how to swim.
- Never swim alone.
- Always swim near a lifeguard.
- Don't float where you can't swim.
- Don't fight the current. If you get caught, just go with the flow.
- Don't dive in headfirst.

WRAP-UP 5 mins.

DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

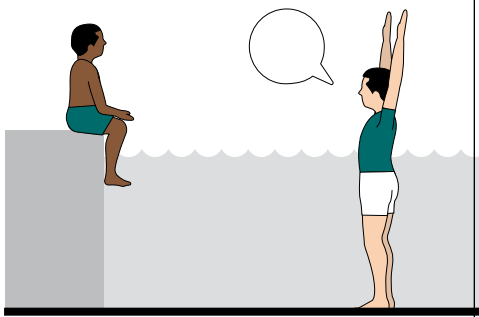
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

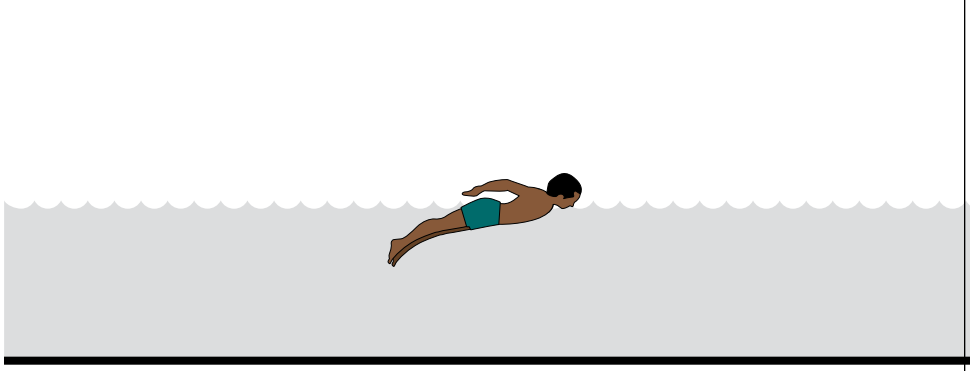
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.5 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BUTTERFLY

1 Butterfly, kick, 15 yd.

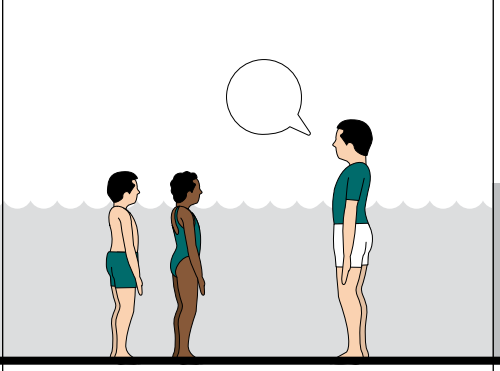
Skill & Topic Library: Activities

Hoop Swim

Side-Kicking Drill

Underwater Dolphin Kick

TOPIC 4.5 5 mins.



GOAL SETTING

Ask students why goals are important:

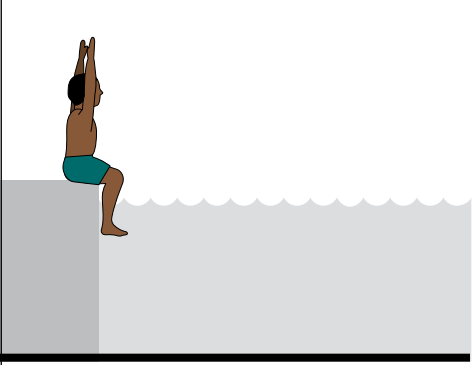
Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

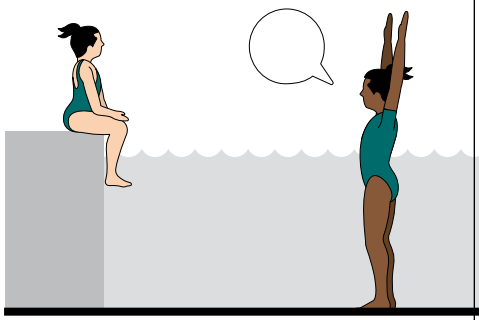
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

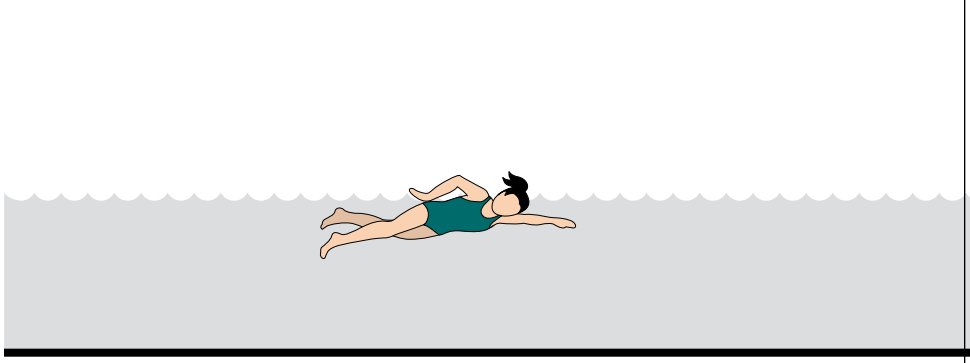
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.6 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



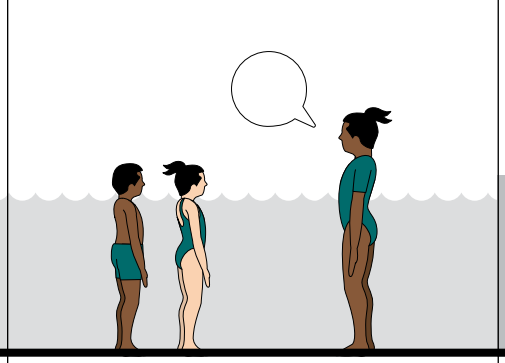
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.6 5 mins.



HEART RATE

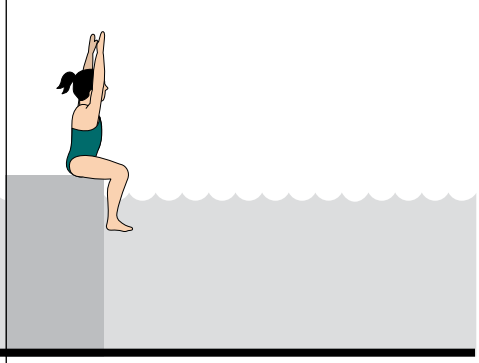
Ask students what a heart rate is:

Your heart rate is the rate at which your heart beats. If someone is found unconscious, you can check his or her heart rate to determine what action to take.

Have students find their heart rate:

Place your index and middle fingers to your neck or wrist to find your pulse. Count the beats for 10 seconds. Multiply the number of beats by six to determine your heart rate. You can also use heart rate to determine how hard you are exercising. The faster your heart rate, the harder your body is working.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

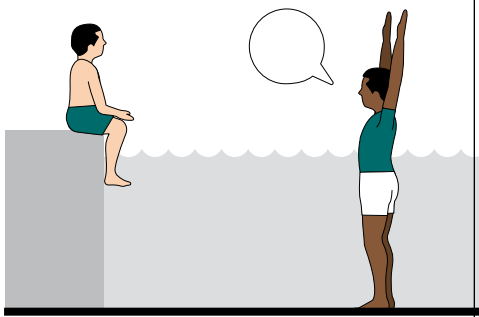
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

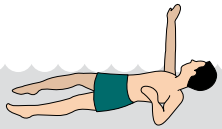
Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

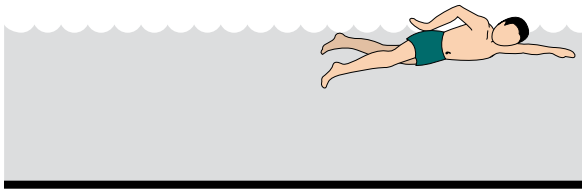
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.7 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



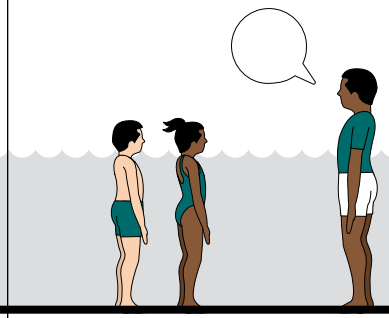
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.7 5 mins.



NUTRITION

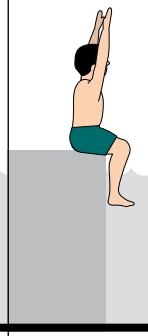
Ask students to name some things they can eat or drink to keep their bodies and minds healthy:

Drink plenty of water and choose healthy foods like fruits, veggies, and whole grains.

Discuss with students the benefits of choosing water oversugary drinks:

Did you know your brain is over 70 percent water? Water is essential to life. It is the best for giving us energy and keeping us hydrated.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

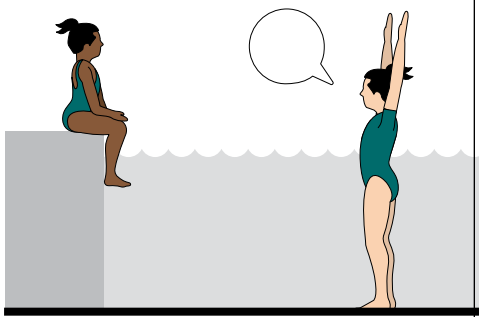
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

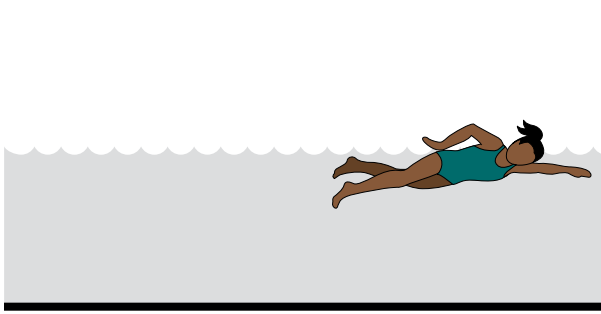
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.8 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



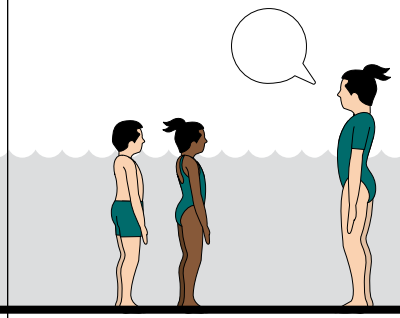
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.8 5 mins.



BOATING

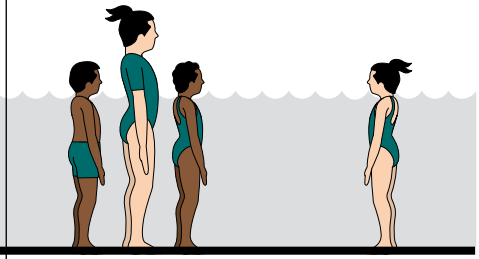
Discuss some of the dangers of boating and what students can do to keep themselves safe:

The boat could capsize or collide with another boat. Drowning can occur when boaters do not wear life jackets.

Wear a United States Coast Guard-approved life jacket. Don't stand up in small boats. Don't overload the boat. Don't boat at night or in low-visibility conditions.

With a boat (pretend or real), have students paddle in life jackets and practice getting into and out of the boat.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

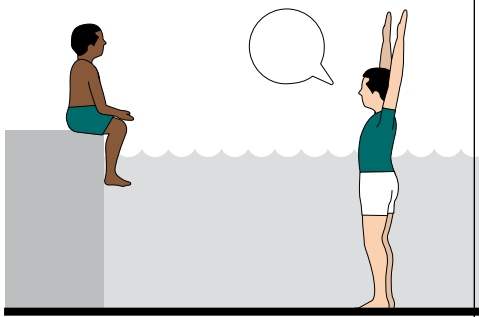
Have students select an activity.

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Lesson Guide 4.1

CAUTION: When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

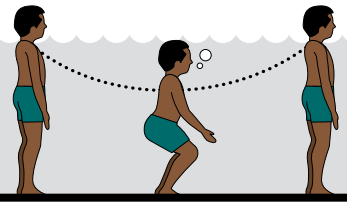
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 5 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

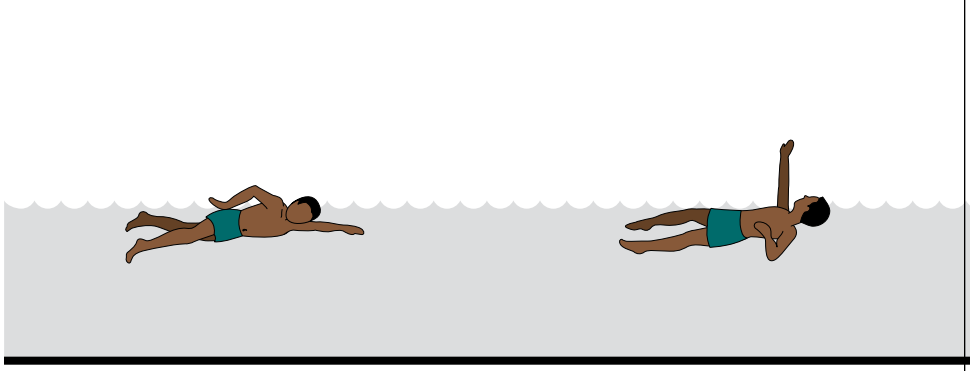
REVIEW SKILLS 0 mins.

There are no skills to review today.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.1 continued

INTRODUCE & PRACTICE SKILLS — 20 mins.



FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

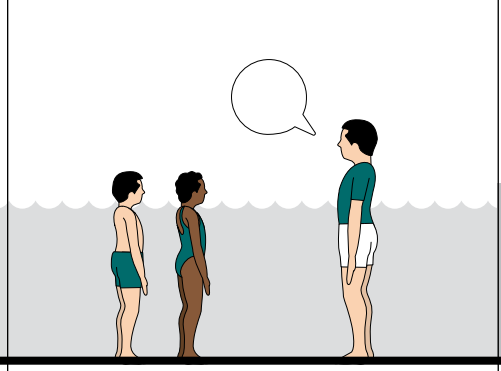
Skill & Topic Library: Activities

Back-Fin Kick

Back Kick With Kickboard

Little-Finger-First Drill

TOPIC 4.1 — 5 mins.



WEATHER

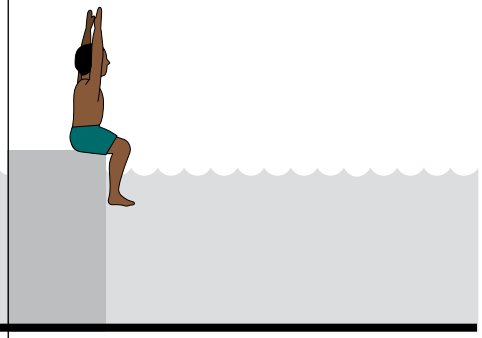
Discuss why it's important to pay attention to weather when swimming:

Storms can come up fast and can produce strong winds, heavy rain, and lightning.

Share the following tips for staying safe in potentially dangerous weather:

- Monitor threatening weather.
- When thunder roars, go indoors.
- Get to a safer structure.
- Postpone aquatic activities.
- The pool can be considered safe to reoccupy 30 minutes after the last lightning is seen or thunder is heard.

WRAP-UP — 5 mins.



DIVE

1. Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

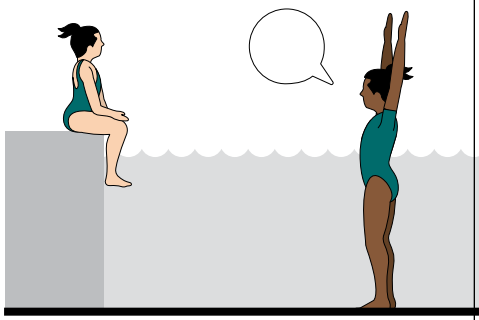
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

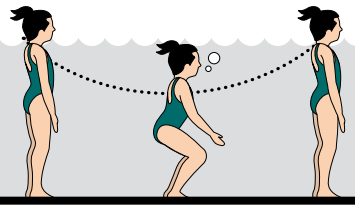
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

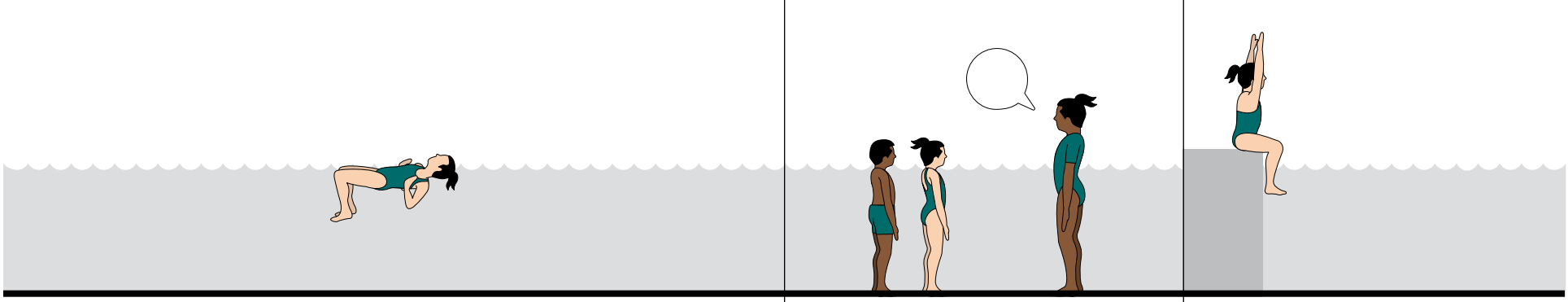
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.2 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



RESTING STROKE

1. Back glide, elementary backstroke kick, 15 yd.
2. Back glide, elementary backstroke arms, 15 yd.
3. Resting stroke, elementary backstroke, 15 yd.

Skill & Topic Library: Activities

Arm Mantras

Integrated-Movement Mantra

Vertical Breaststroke Kick

TOPIC 4.2 5 mins.

FIRST AID

Discuss the basic first aid steps students should take if someone is bleeding:

- Call for help.
- Get gloves and put them on.
- Cover the wound.
- Apply direct pressure.

Have students role-play victim and rescuer:

Make sure rescuers call for help, put on gloves, apply direct pressure to the wound with a sterile pad, and apply roller gauze or an elastic bandage.

WRAP-UP 5 mins.

DIVE

1. Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

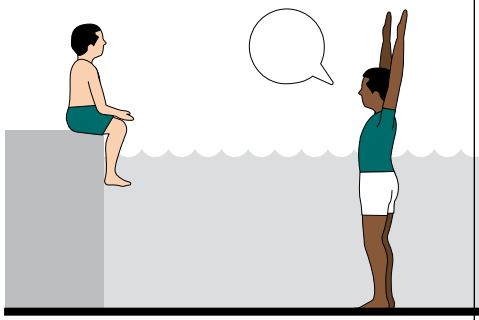
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

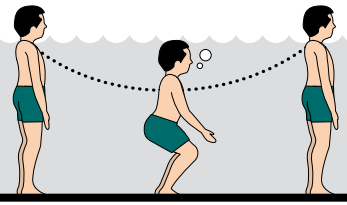
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

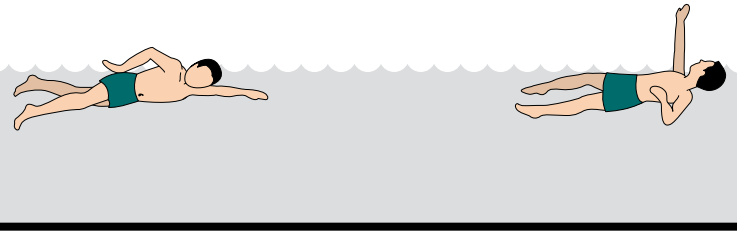
Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

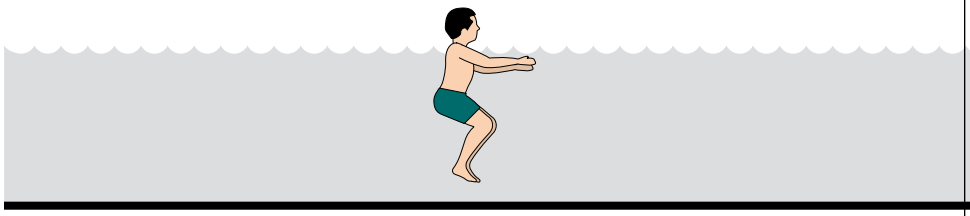
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.3 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



TREAD WATER

1 Tread water, 1 min. & exit (30 secs. preschool)
2 Tread water, scissor & whip kick, 1 min.

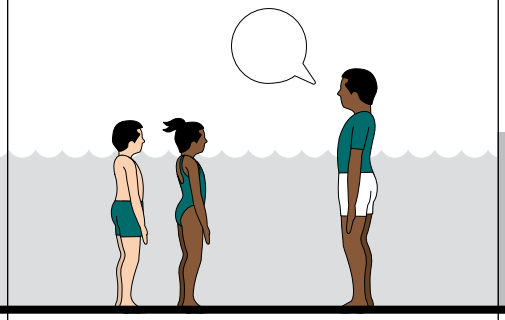
Skill & Topic Library: Activities

Kick-Outs

Kick-Ups

Tread Water While Singing

TOPIC 4.3 5 mins.



HYPOXIC BLACKOUT

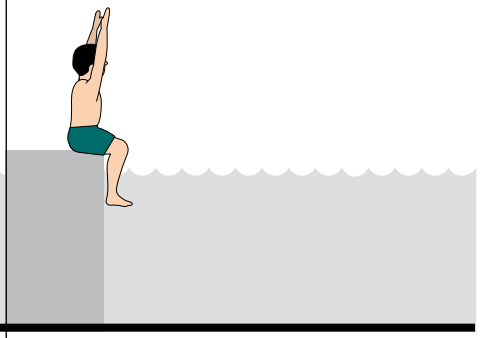
Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

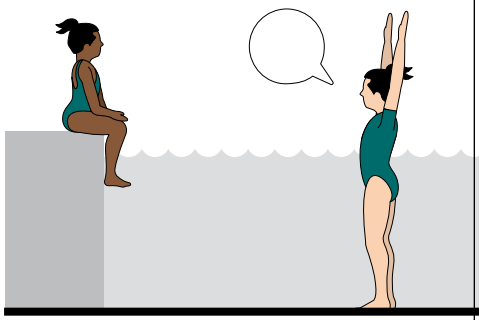
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

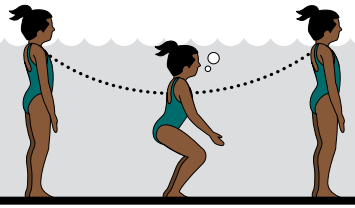
Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



SUBMERGE

1 Do 5–10 bobs

Skill & Topic Library: Activities

Firefighter Pole

Talk to the Fish

Treasure Dive

REVIEW SKILLS 10 mins.



FRONT CRAWL

1 Swim on front, 15 yd. (10 yd. preschool)
2 Front glide, with flutter kick, 15 yd.
3 Front glide, rhythmic breathing, 15 yd.
4 Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1 Swim on back, 15 yd. (10 yd. preschool)
2 Back glide, with flutter kick, 15 yd.
3 Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

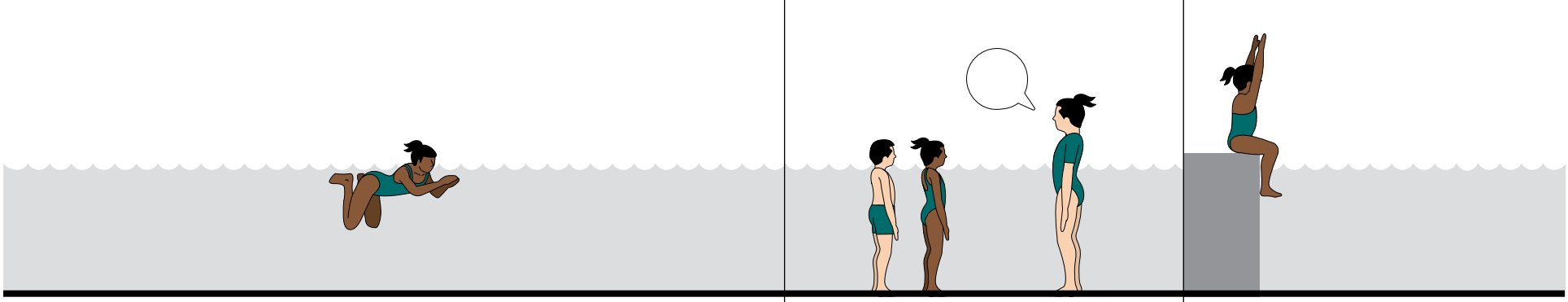
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.4 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BREASTSTROKE

1 Breaststroke, kick, 15 yd.

Skill & Topic Library: Activities

Breaststroke Kick on Back

Kickboard Series

Vertical Breaststroke Kick

TOPIC 4.4 5 mins.

OPEN WATER

Ask students to list some of the dangers of open water:

- Swimmers can get caught in currents.
- It's harder to supervise swimmers.
- Cold water can make swimming and floating more difficult.

Ask students what they can do to keep themselves safe in open water:

- Know how to swim.
- Never swim alone.
- Always swim near a lifeguard.
- Don't float where you can't swim.
- Don't fight the current. If you get caught, just go with the flow.
- Don't dive in headfirst.

WRAP-UP 5 mins.

DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

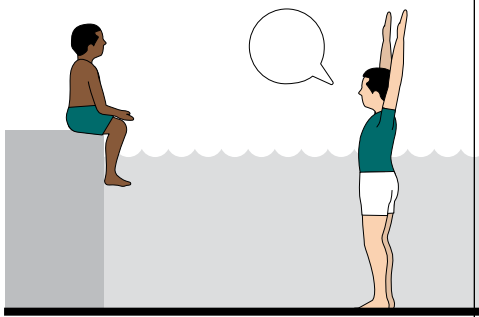
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

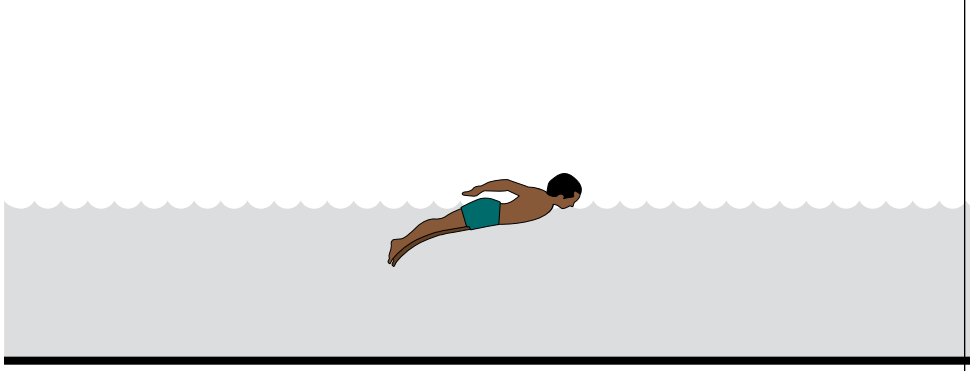
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.5 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BUTTERFLY

1 Butterfly, kick, 15 yd.

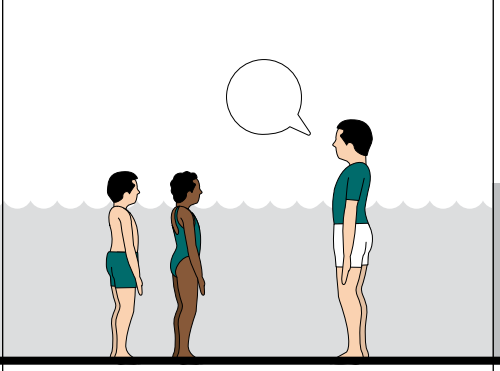
Skill & Topic Library: Activities

Hoop Swim

Side-Kicking Drill

Underwater Dolphin Kick

TOPIC 4.5 5 mins.



GOAL SETTING

Ask students why goals are important:

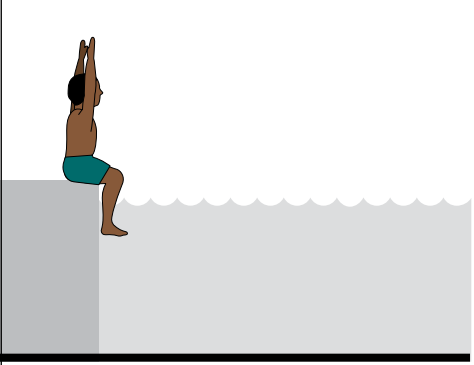
Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

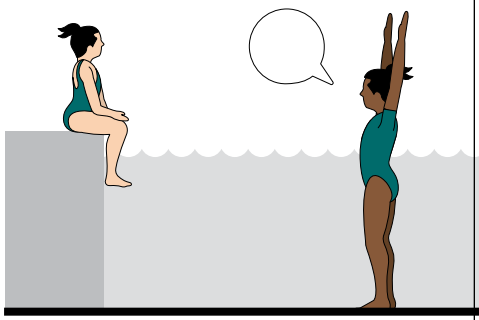
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

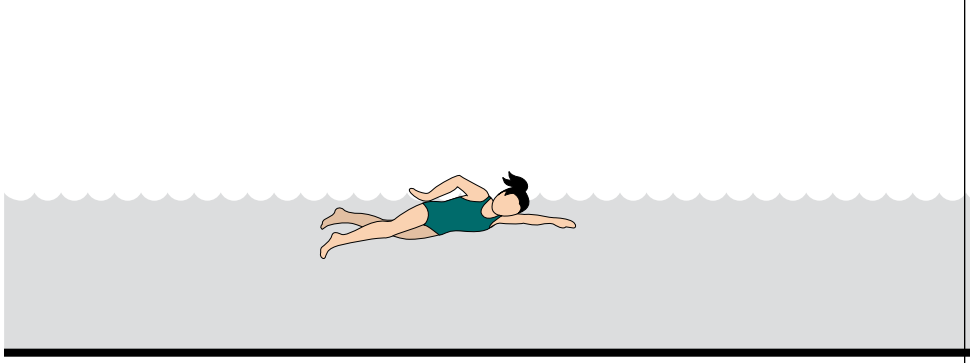
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.6 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



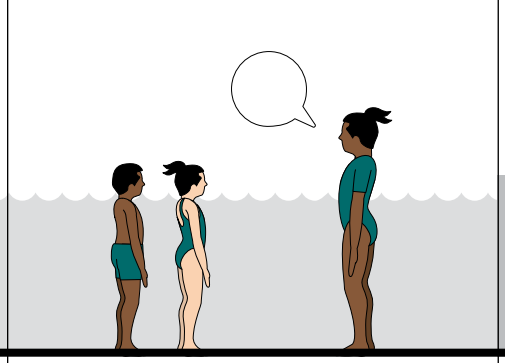
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.6 5 mins.



HEART RATE

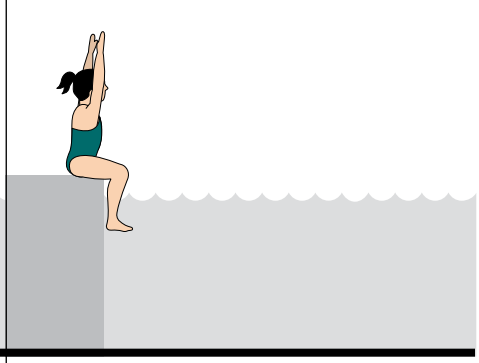
Ask students what a heart rate is:

Your heart rate is the rate at which your heart beats. If someone is found unconscious, you can check his or her heart rate to determine what action to take.

Have students find their heart rate:

Place your index and middle fingers to your neck or wrist to find your pulse. Count the beats for 10 seconds. Multiply the number of beats by six to determine your heart rate. You can also use heart rate to determine how hard you are exercising. The faster your heart rate, the harder your body is working.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

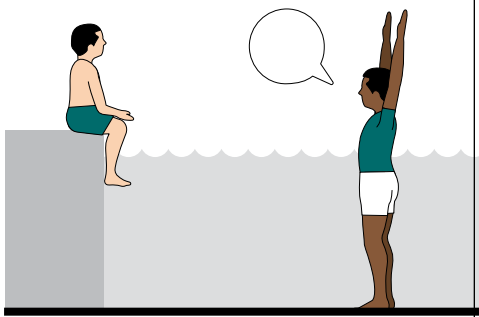
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

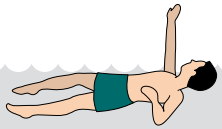
Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

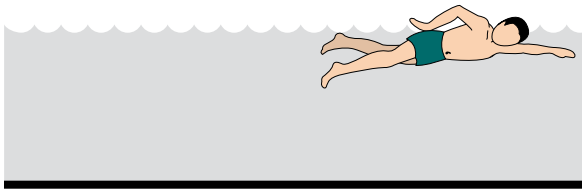
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.7 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



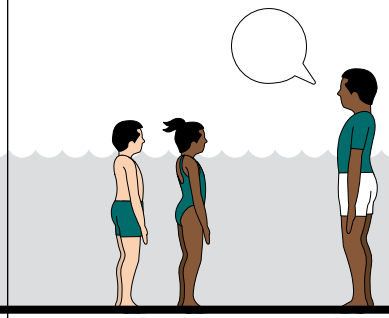
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.7 5 mins.



NUTRITION

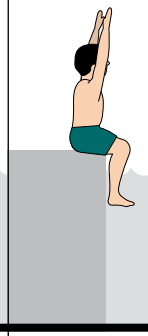
Ask students to name some things they can eat or drink to keep their bodies and minds healthy:

Drink plenty of water and choose healthy foods like fruits, veggies, and whole grains.

Discuss with students the benefits of choosing water oversugary drinks:

Did you know your brain is over 70 percent water? Water is essential to life. It is the best for giving us energy and keeping us hydrated.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting

Skill & Topic Library: Activities

Chop, Chop, Timber

Submarine

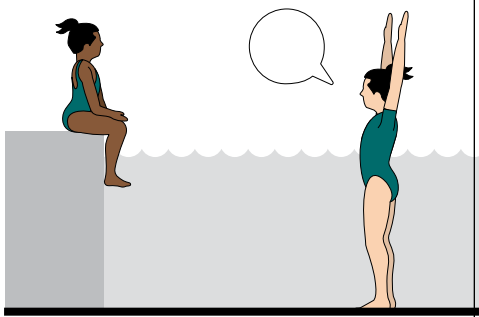
Superhero Dive

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 4.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 15 yd.
2. Endurance, any stroke or combination of strokes, 25 yd.

Skill & Topic Library: Activities

Blockade Runner

Marco Polo

Noodle Relay

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Swim on front, 15 yd. (10 yd. preschool)
2. Front glide, with flutter kick, 15 yd.
3. Front glide, rhythmic breathing, 15 yd.
4. Front crawl, rotary breathing, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

Side-Glide Drill

Swim-the-Rope Drill

BACK CRAWL

1. Swim on back, 15 yd. (10 yd. preschool)
2. Back glide, with flutter kick, 15 yd.
3. Back crawl, 15 yd.

Skill & Topic Library: Activities

Back-Fin Kick

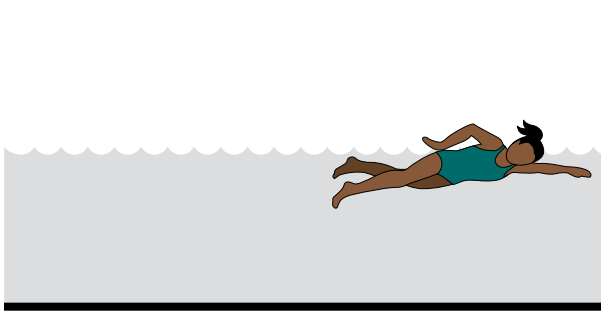
Back Kick With Kickboard

Little-Finger-First Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 4.8 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



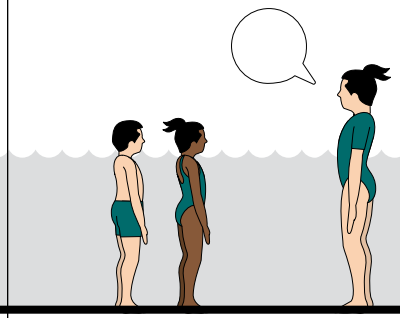
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 4.8 5 mins.



BOATING

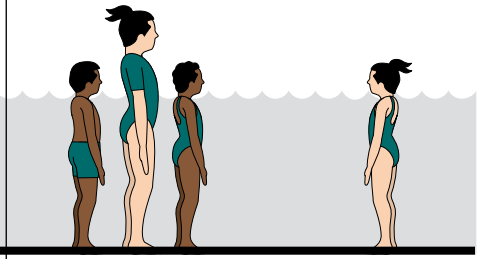
Discuss some of the dangers of boating and what students can do to keep themselves safe:

The boat could capsize or collide with another boat. Drowning can occur when boaters do not wear life jackets.

Wear a United States Coast Guard-approved life jacket. Don't stand up in small boats. Don't overload the boat. Don't boat at night or in low-visibility conditions.

With a boat (pretend or real), have students paddle in life jackets and practice getting into and out of the boat.

WRAP-UP 5 mins.



GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

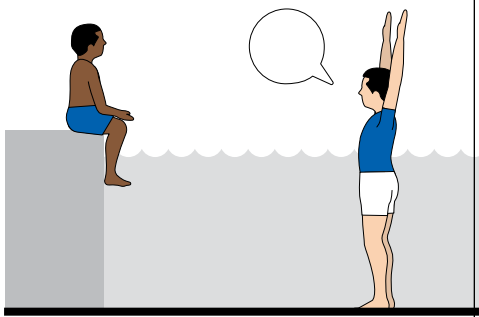
Have students select an activity.

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Lesson Guide 5.1

CAUTION: When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 5 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 5 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



RESTING STROKE

1. Back glide, elementary backstroke kick, 15 yd.
2. Back glide, elementary backstroke arms, 15 yd.
3. Resting stroke, elementary backstroke, 15 yd.

Skill & Topic Library: Activities

Arm Mantras

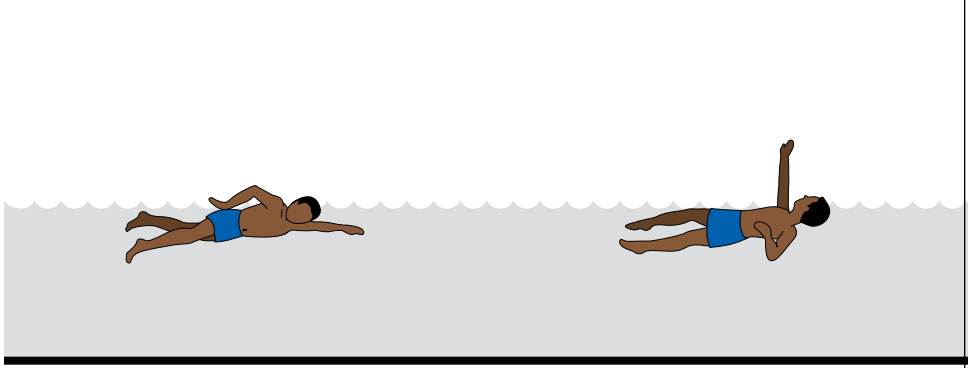
Integrated-Movement Mantra

Vertical Breaststroke Kick

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.1 continued

INTRODUCE & PRACTICE SKILLS 10 mins.



FRONT CRAWL

1. Front crawl, rotary breathing, 15 yd.
2. Front glide, with flutter kick, 25 yd.
3. Front glide, rotary breathing, 25 yd.
4. Front crawl, bent-arm recovery, 25 yd.

Skill & Topic Library: Activities

Catch-Up Drill

Fingertip-Drag Drill

Shoulder-Roll Drill

BACK CRAWL

1. Back crawl, 15 yd.
2. Back glide, with flutter kick, 25 yd.
3. Back crawl, pull, 25 yd.

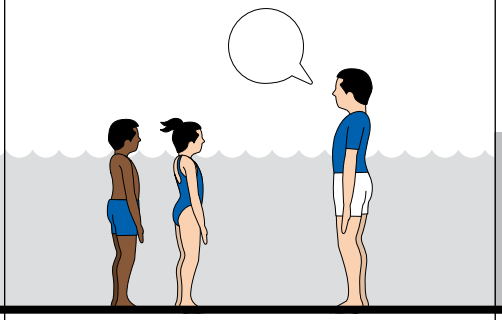
Skill & Topic Library: Activities

Double-Arm Drill

Goggle Drill

Shoulder-Roll Drill

TOPIC 5.1 5 mins.

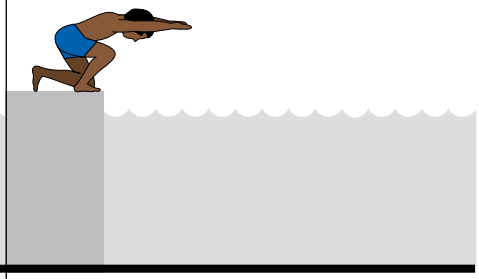


HELP TECHNIQUE

Teach students HELP (Heat Escape Lessening Position):

If a boat overturns and you fall into the water, a life jacket will help keep you afloat. If the water is cold, you can also use your life jacket to protect yourself from overexposure by getting into HELP. To do this, cross your arms over your chest and hug your body. Cross your ankles, lean back slightly, and keep your head above water.

WRAP-UP 5 mins.



DIVE

1. Dive, sitting
2. Dive, kneeling, over object
3. Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

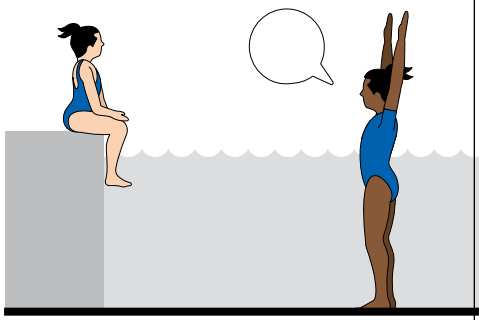
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Front crawl, rotary breathing, 15 yd.
2. Front glide, with flutter kick, 25 yd.
3. Front glide, rotary breathing, 25 yd.
4. Front crawl, bent-arm recovery, 25 yd.

Skill & Topic Library: Activities

Catch-Up Drill

Fingertip-Drag Drill

Shoulder-Roll Drill

BACK CRAWL

1. Back crawl, 15 yd.
2. Back glide, with flutter kick, 25 yd.
3. Back crawl, pull, 25 yd.

Skill & Topic Library: Activities

Double-Arm Drill

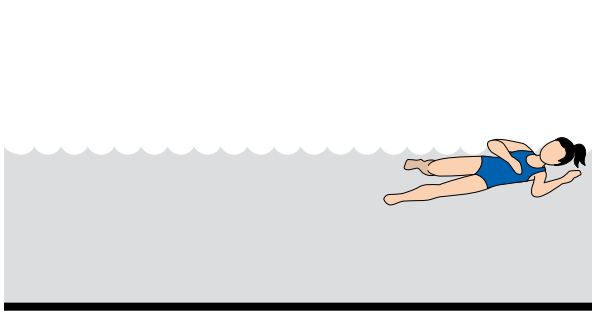
Goggle Drill

Shoulder-Roll Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.2 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



RESTING STROKE

1 Scissor kick, 25 yd.
2 Sidestroke, arms, 25 yd.
3 Resting stroke, sidestroke, 25 yd.

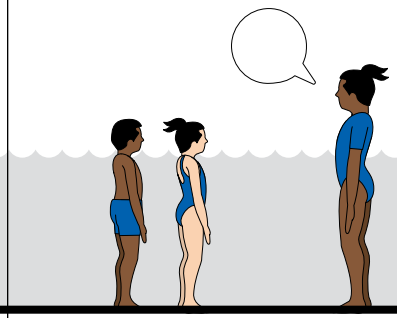
Skill & Topic Library: Activities

Kick at Side of Wall

Pick-an-Apple Drill

Sidestroke Mantra

TOPIC 5.2 5 mins.



SHOCK

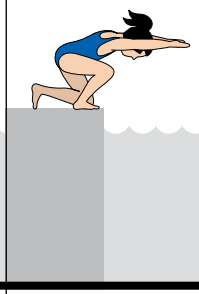
Discuss what it means if someone is in shock:

Shock is a medical condition that occurs when the body doesn't provide enough oxygenated blood to all tissues. Symptoms include pale skin, rapid pulse, rapid and shallow breathing, cold and sweaty skin, nausea, and vomiting.

Share how to help someone in shock:

- Call 911.
- Treat any serious bleeding.
- Have the person rest comfortably.
- Conserve the person's body heat.
- Do not give the person anything to eat or drink.

WRAP-UP 5 mins.



DIVE

1 Dive, sitting
2 Dive, kneeling, over object
3 Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

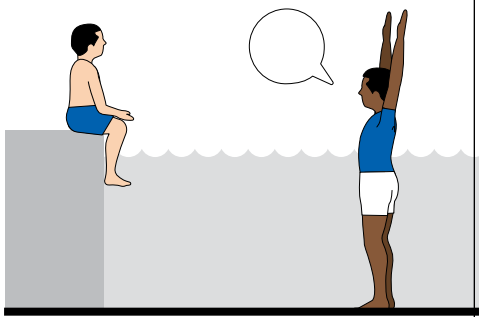
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

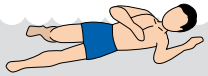
Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



RESTING STROKE

1. Scissor kick, 25 yd.
2. Sidestroke, arms, 25 yd.
3. Resting stroke, sidestroke, 25 yd.

Skill & Topic Library: Activities

Kick at Side of Wall

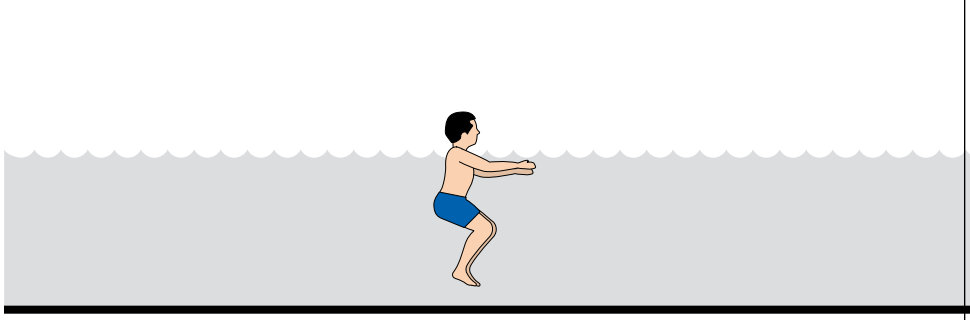
Pick-an-Apple Drill

Sidestroke Mantra

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.3 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



TREAD WATER

1. Tread water, scissor & whip kick, 1 min.
2. Tread water, scissor & whip kick, 2 mins.

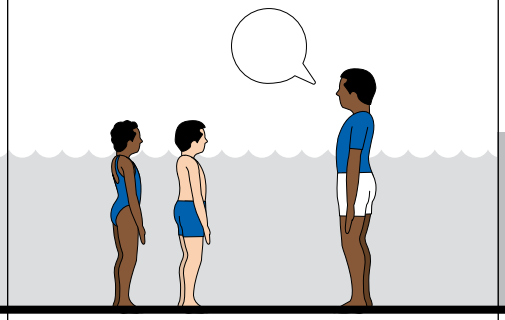
Skill & Topic Library: Activities

Assembly Line

Noodle Push

Tread Water in a Circle

TOPIC 5.3 5 mins.



HYPOXIC BLACKOUT

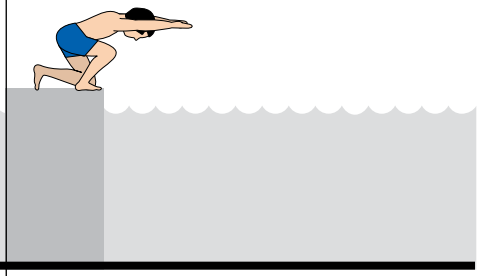
Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

WRAP-UP 5 mins.



DIVE

1. Dive, sitting
2. Dive, kneeling, over object
3. Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

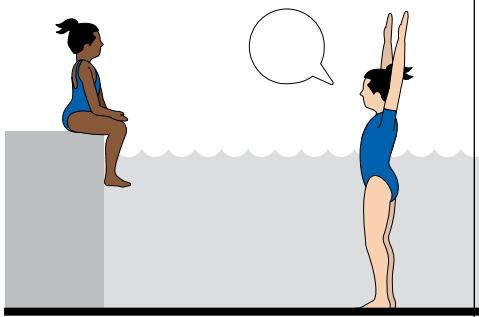
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



TREAD WATER

1. Tread water, scissor & whip kick, 1 min.
2. Tread water, scissor & whip kick, 2 mins.

Skill & Topic Library: Activities

Assembly Line

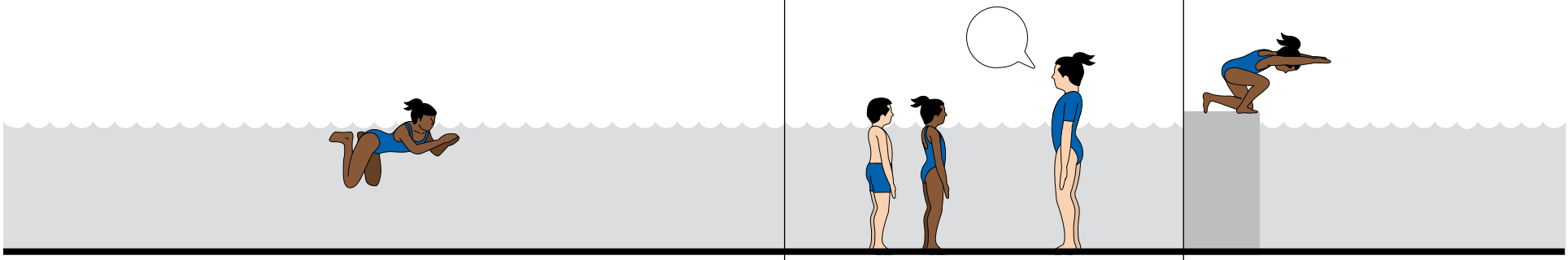
Noodle Push

Tread Water in a Circle

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.4 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BREASTSTROKE

1 Breaststroke, kick, 25 yd.
2 Breaststroke, arms, 25 yd.
3 Breaststroke, 25 yd.

Skill & Topic Library: Activities

Arm Mantras

Heel-Touch Drill

One-Pull-Two-Kicks Drill

TOPIC 5.4 5 mins.

HUDDLE POSITION

Ask students to demonstrate HELP and describe what the acronym stands for:

HELP (Heat Escape Lessening Position) involves floating in a tucked position with a life jacket on to preserve body heat.

Discuss how to stay warm if there are multiple people in the water:

Huddle position allows a group of people to preserve body heat by sharing heat if they are in the water for a long period of time.

WRAP-UP 5 mins.

DIVE

1 Dive, sitting
2 Dive, kneeling, over object
3 Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

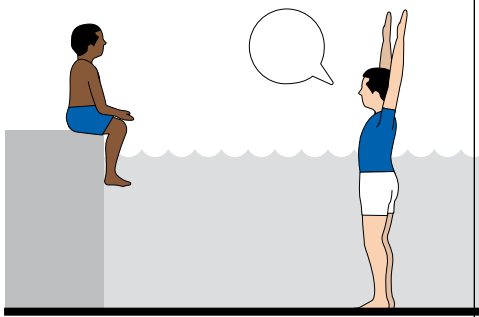
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



BREASTSTROKE

1. Breaststroke, kick, 25 yd.
2. Breaststroke, arms, 25 yd.
3. Breaststroke, 25 yd.

Skill & Topic Library: Activities

Arm Mantras

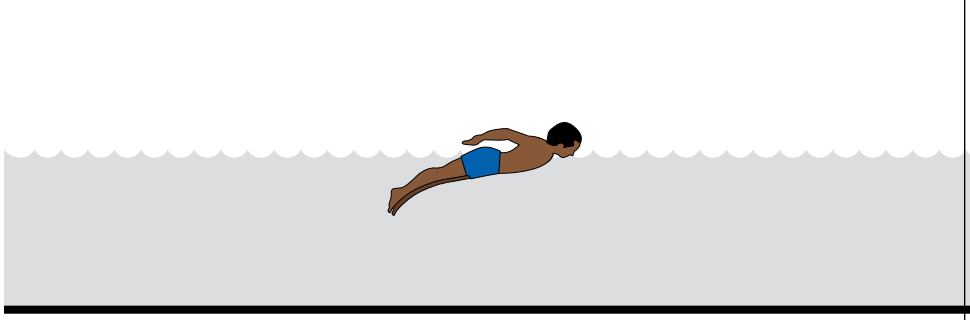
Heel-Touch Drill

One-Pull-Two-Kicks Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.5 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BUTTERFLY

1. Butterfly, kick, 15 yd.
2. Butterfly, simultaneous arm action, 15 yd.
3. Butterfly, simultaneous arm action & kick, 15 yd.

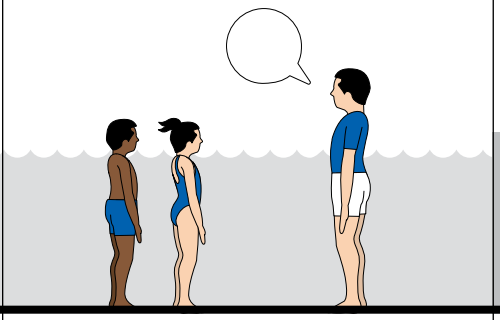
Skill & Topic Library: Activities

One-Arm Drill

Single-Leg-Kick Drill

Standing Butterfly

TOPIC 5.5 5 mins.



GOAL SETTING

Ask students why goals are important:

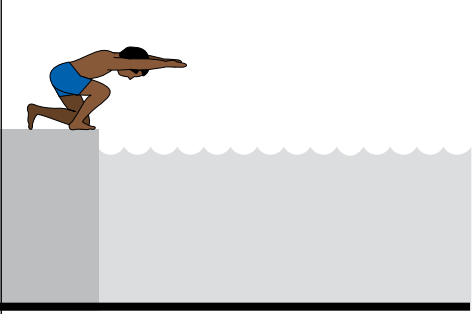
Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

WRAP-UP 5 mins.



DIVE

1. Dive, sitting
2. Dive, kneeling, over object
3. Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

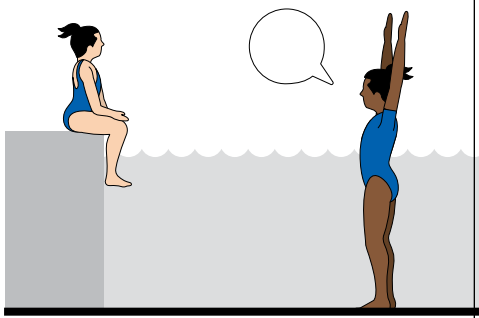
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



BUTTERFLY

1. Butterfly, kick, 15 yd.
2. Butterfly, simultaneous arm action, 15 yd.
3. Butterfly, simultaneous arm action & kick, 15 yd.

Skill & Topic Library: Activities

One-Arm Drill

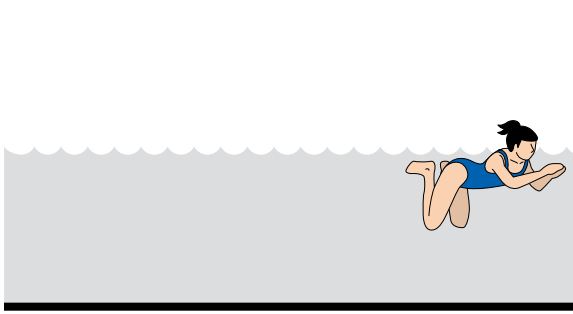
Single-Leg-Kick Drill

Standing Butterfly

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.6 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



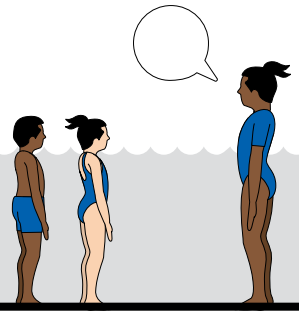
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 5.6 5 mins.



ABDOMINAL THRUSTS

Ask students what it means when someone is choking and what usually causes someone to choke:

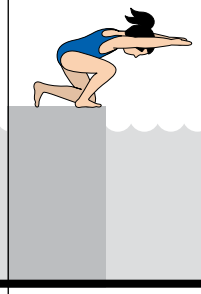
Choking occurs when a person can't breathe because something is blocking his or her airway. Choking can happen when someone gets food or an object stuck in his or her throat.

Ask students what they should do to help someone who may be choking:

Call 911 and perform abdominal thrusts, which help to dislodge the object stuck in the person's throat.

Demonstrate abdominal thrusts on a mannequin or kickboard.

WRAP-UP 5 mins.



DIVE

1. Dive, sitting
2. Dive, kneeling, over object
3. Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

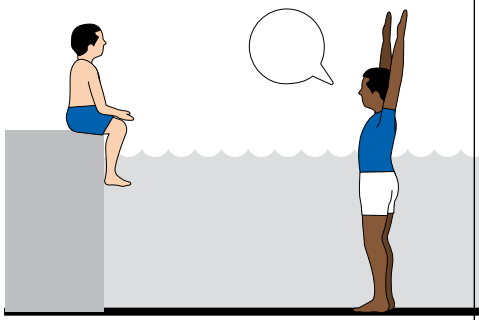
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

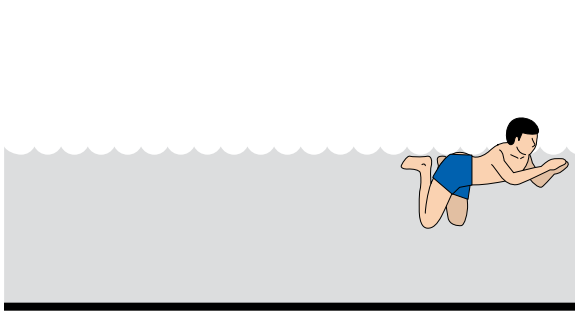
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.7 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



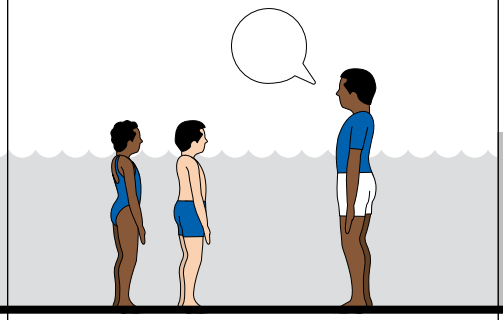
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 5.7 5 mins.



REST & RELAXATION

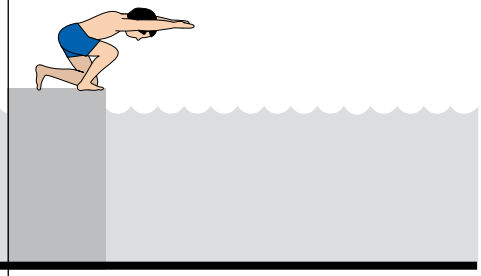
Discuss what contributes to feeling rested and relaxed:

- Turning off screens, especially before bed, to allow your mind to rest
- Sleeping 8 to 10 hours a night
- Going to bed at the same time every night

Ask students why it is important to get enough rest:

- So you have enough energy for the next day
- To prevent illness
- So your brain and body can grow and remain healthy

WRAP-UP 5 mins.



DIVE

1. Dive, sitting
2. Dive, kneeling, over object
3. Dive, kneeling

Skill & Topic Library: Activities

Favorite Animal

Hoop Dive

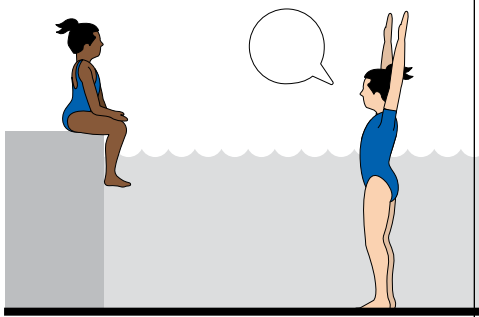
Submarine

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 5.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 25 yd.
2. Endurance, any stroke or combination of strokes, 50 yd.

Skill & Topic Library: Activities

Battleship

Forty Ways

Hang on Harvey

REVIEW SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

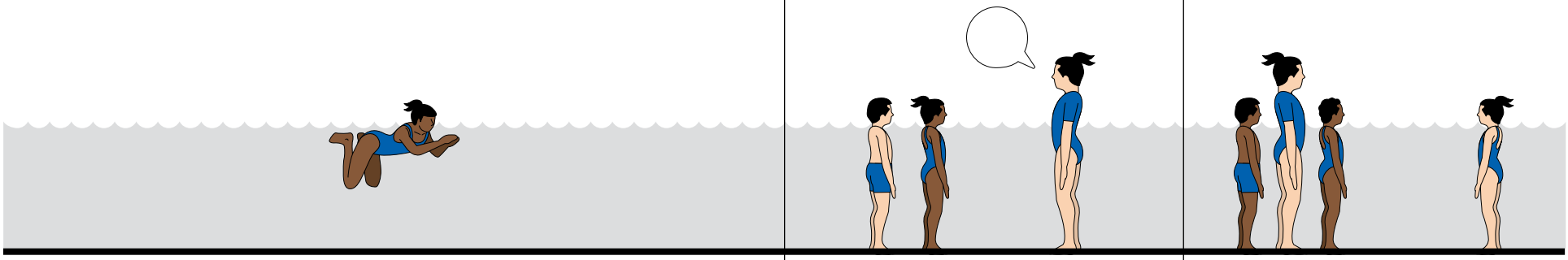
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 5.8 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 5.8 5 mins.

WATER PARKS

Ask students if they've ever been to a water park and, if so, what their favorite part was.

Share some safety rules at water parks:

- Stay with your group and arrange a spot to meet if you get separated.
- Follow the rules of the slide; ride in the proper position, as directed.
- Walk, don't run.
- Listen to and obey lifeguards.
- Put on sunscreen regularly.
- In a wave pool, know the depth of the water you are entering; listen for the signal that the waves are starting.

WRAP-UP 5 mins.

GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

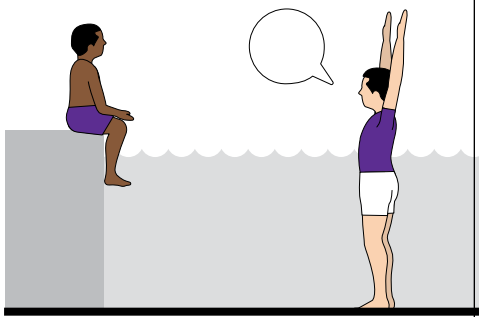
Have students select an activity.

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Lesson Guide 6.1

CAUTION: When conducting a swim lesson, only touch and hold children when it is appropriate to do so to accomplish a teaching objective. Do not ever touch children in private areas covered by a swimsuit.

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Learn and use names.
- Share pool and safety rules.
- Set behavior expectations.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 8 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



RESTING STROKE

1. Scissor kick, 25 yd.
2. Sidestroke, arms, 25 yd.
3. Resting stroke, sidestroke, 25 yd.

Skill & Topic Library: Activities

Kick at Side of Wall

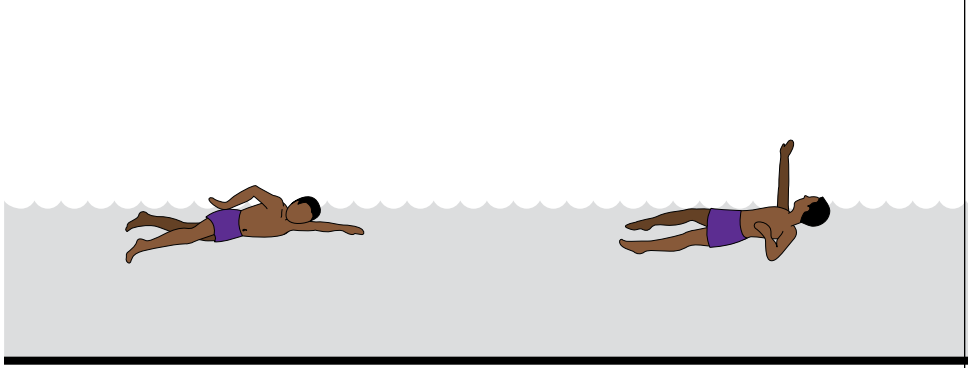
Pick-an-Apple Drill

Sidestroke Mantra

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.1 continued

INTRODUCE & PRACTICE SKILLS 10 mins.



FRONT CRAWL

1. Front crawl, bent-arm recovery, 25 yd.
2. Front glide, with flutter kick, 50 yd.
3. Front glide, rotary breathing, 50 yd.
4. Flip turn
5. Front crawl, flip turn, 50 yd.

Skill & Topic Library: Activities

Chicken-Wing Drill

Fist Drill

Minimum Number of Strokes

BACK CRAWL

1. Back crawl, pull, 25 yd.
2. Back glide, with flutter kick, 50 yd.
3. Flip turn
4. Back crawl, pull & flip turn, 50 yd.

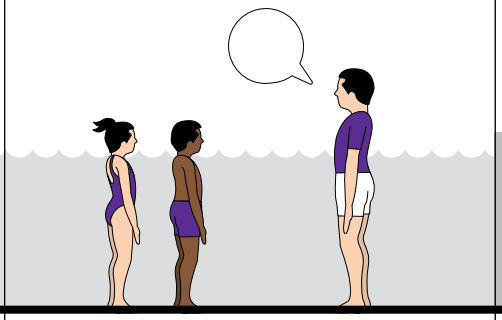
Skill & Topic Library: Activities

Bent-Arm Pull Using Rope

Sailboat Drill

Touch-Down Drill

TOPIC 6.1 5 mins.



HYPOTHERMIA

Discuss what hypothermia is:

Hypothermia is when a person's body temperature becomes dangerously low, usually because of prolonged exposure to cold temperatures.

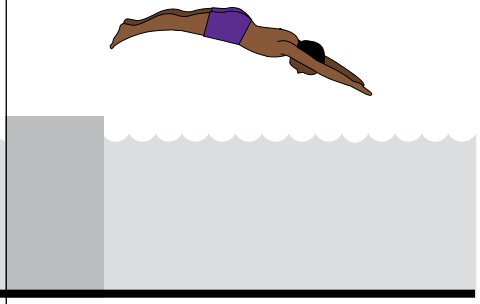
Explain how to prevent hypothermia:

- Cover all exposed areas of skin.
- Keep moving in freezing temperatures, no matter how tired you are.

Discuss how to treat hypothermia:

Warm up gradually, use blankets, and seek medical help.

WRAP-UP 5 mins.



DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

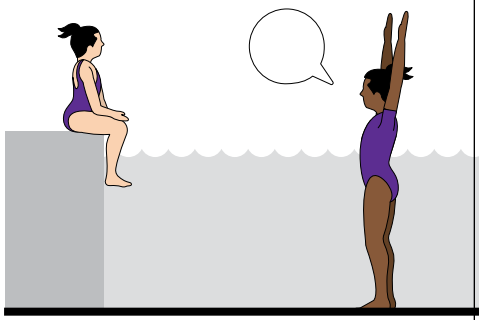
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.2

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

Skill & Topic Library: Activities

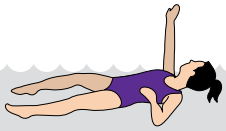
Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.





FRONT CRAWL

1. Front crawl, bent-arm recovery, 25 yd.
2. Front glide, with flutter kick, 50 yd.
3. Front glide, rotary breathing, 50 yd.
4. Flip turn
5. Front crawl, flip turn, 50 yd.

Skill & Topic Library: Activities

Chicken-Wing Drill

Fist Drill

Minimum Number of Strokes

BACK CRAWL

1. Back crawl, pull, 25 yd.
2. Back glide, with flutter kick, 50 yd.
3. Flip turn
4. Back crawl, pull & flip turn, 50 yd.

Skill & Topic Library: Activities

Bent-Arm Pull Using Rope

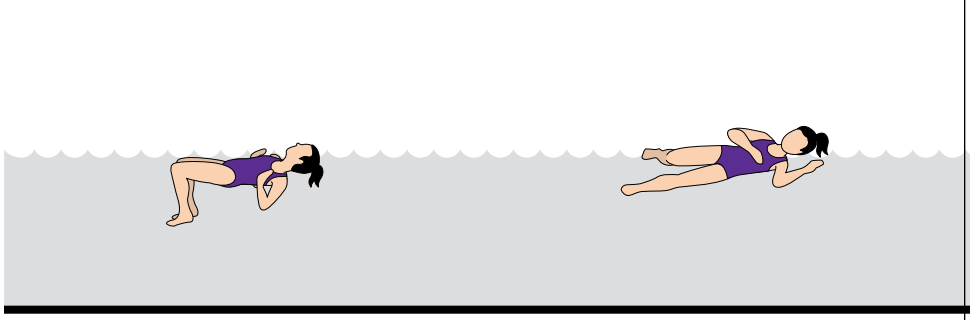
Sailboat Drill

Touch-Down Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.2 continued

INTRODUCE & PRACTICE SKILLS — 15 mins.



RESTING STROKE

1. Back glide, elementary backstroke kick, 25 yd.
2. Back glide, elementary backstroke arms, 50 yd.
3. Resting stroke, elementary backstroke, 50 yd.

Skill & Topic Library: Activities

Arm Mantras

Integrated-Movement Mantra

Rocket Glide

RESTING STROKE

1. Scissor kick, 50 yd.
2. Sidestroke, arms, 50 yd.
3. Resting stroke, sidestroke, 50 yd.

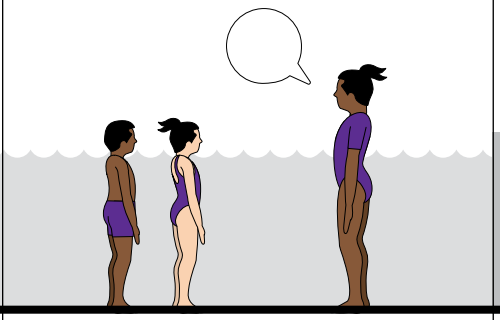
Skill & Topic Library: Activities

Kick at Side of Wall

Pick-an-Apple Drill

Sidestroke Mantra

TOPIC 6.2 — 5 mins.



RESCUE BREATHING

Ask students why it's dangerous when a person is unconscious or not breathing and what they should do to help:

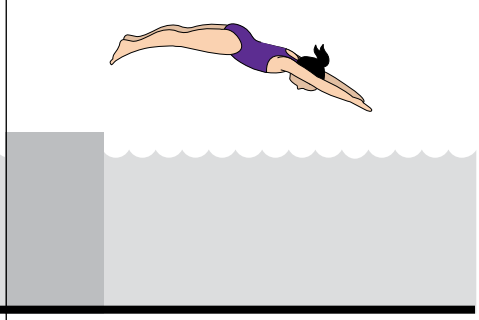
The person isn't getting any oxygen in the body, which could lead to serious injuries. Call 911 and perform rescue breathing.

Share how to perform rescue breathing:

Blow air into the mouth to inflate the lungs.

Have students practice rescue breathing on a mannequin or kickboard.

WRAP-UP — 5 mins.



DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

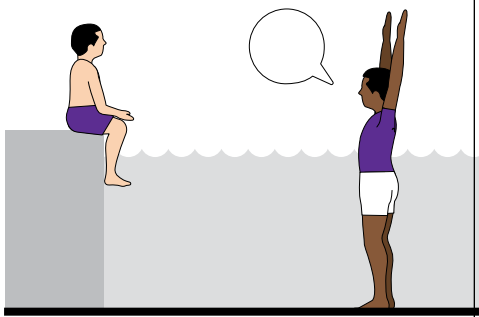
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.3

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

Skill & Topic Library: Activities

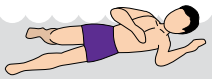
Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.





RESTING STROKE

1. Back glide, elementary backstroke kick, 25 yd.
2. Back glide, elementary backstroke arms, 50 yd.
3. Resting stroke, elementary backstroke, 50 yd.

Skill & Topic Library: Activities

Arm Mantras

Integrated-Movement Mantra

Rocket Glide

RESTING STROKE

1. Scissor kick, 50 yd.
2. Sidestroke, arms, 50 yd.
3. Resting stroke, sidestroke, 50 yd.

Skill & Topic Library: Activities

Kick at Side of Wall

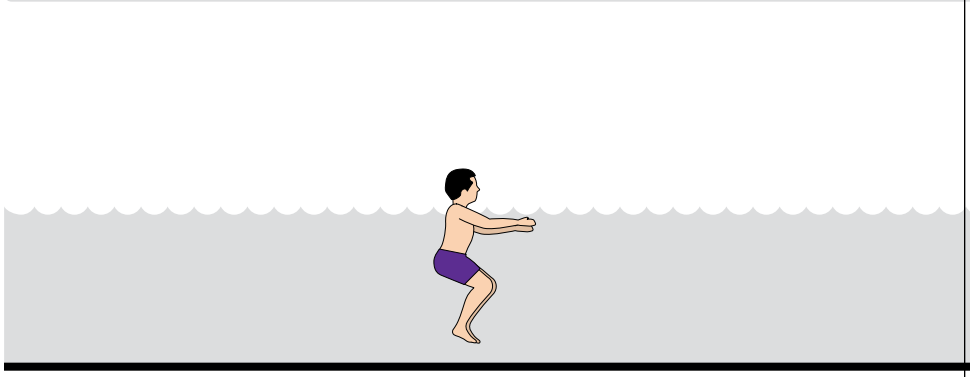
Pick-an-Apple Drill

Sidestroke Mantra

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.3 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



TREAD WATER

1. Tread water, scissor & whip kick, 2 mins.
2. Tread water, retrieve object off bottom, tread 1 min.

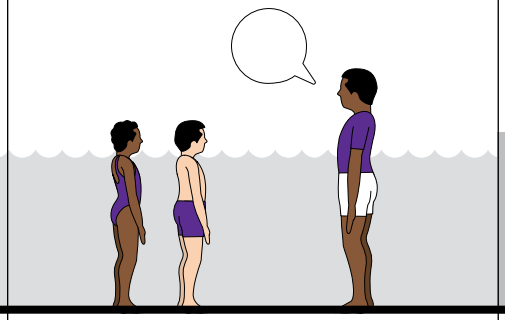
Skill & Topic Library: Activities

Assembly Line

Honest Abe

Tidal Wave

TOPIC 6.3 5 mins.



HYPOXIC BLACKOUT

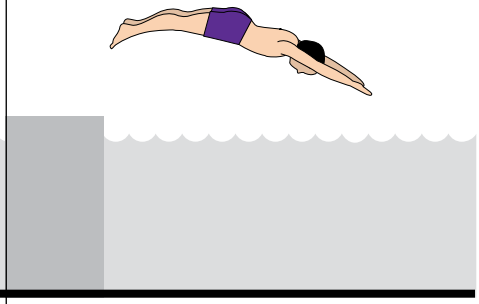
Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

WRAP-UP 5 mins.



DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

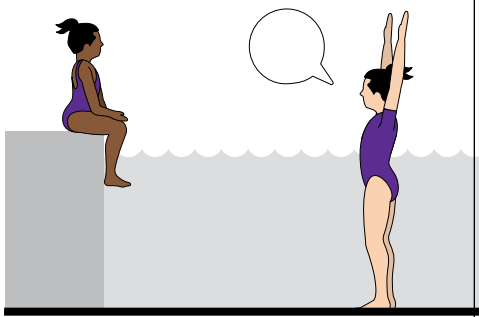
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.4

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



TREAD WATER

1. Tread water, scissor & whip kick, 2 mins.
2. Tread water, retrieve object off bottom, tread 1 min.

Skill & Topic Library: Activities

Assembly Line

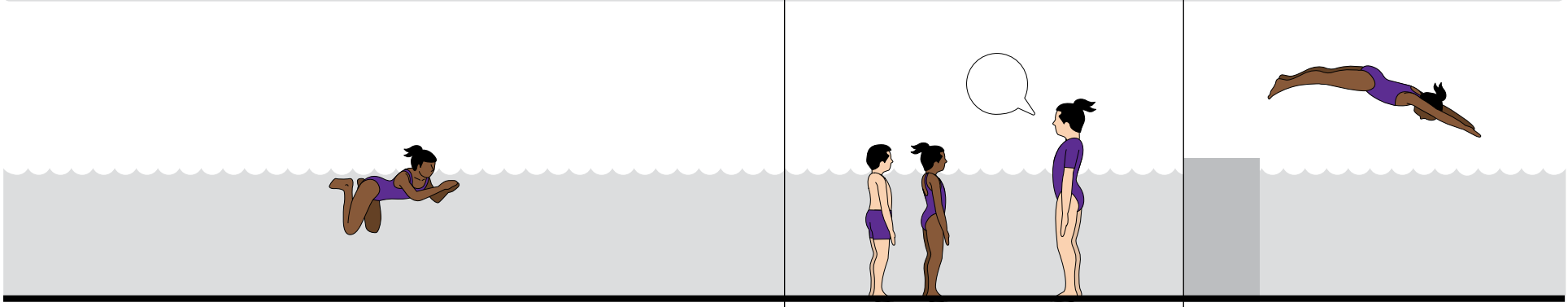
Honest Abe

Tidal Wave

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.4 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BREASTSTROKE

1 Breaststroke, 25 yd.
2 Breaststroke, kick, 50 yd.
3 Breaststroke, arms, 50 yd.
4 Open turn
5 Breaststroke, open turn, 50 yd.

Skill & Topic Library: Activities

Arm-Position Drill

Pull With Support

Sea Horse Drill

TOPIC 6.4 5 mins.

BENCHMARK SKILLS

Discuss why it is important to learn to swim long distances:

- It can save your life.
- It's a good way to stay physically active.

Discuss what students can do once they've become strong swimmers:

- Swim team or triathlons
- Synchronized swimming or diving
- Swim instruction and lifeguarding
- Swimming for fun and physical activity

WRAP-UP 5 mins.

DIVE

1 Dive, kneeling
2 Dive, standing, over object
3 Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

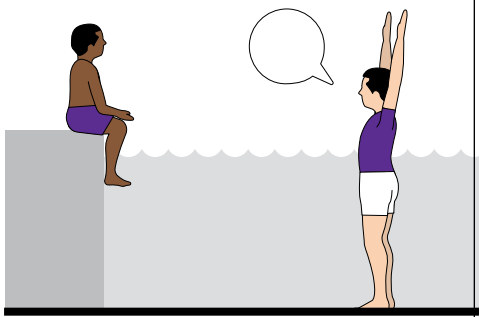
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.5

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

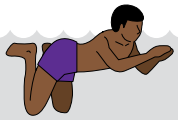
Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



BREASTSTROKE

1. Breaststroke, 25 yd.
2. Breaststroke, kick, 50 yd.
3. Breaststroke, arms, 50 yd.
4. Open turn
5. Breaststroke, open turn, 50 yd.

Skill & Topic Library: Activities

Arm-Position Drill

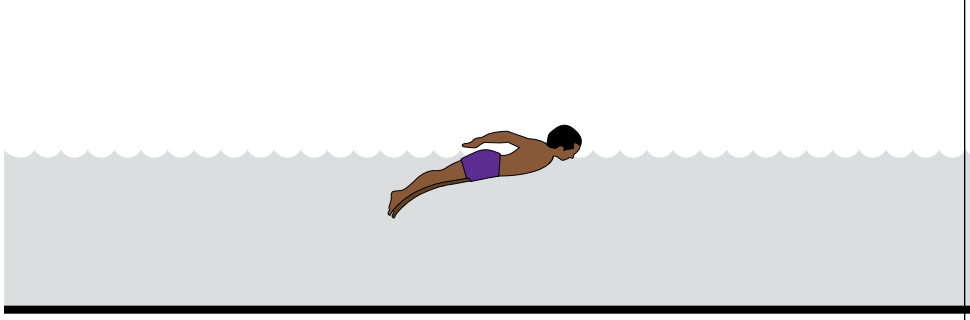
Pull With Support

Sea Horse Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.5 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



BUTTERFLY

1. Butterfly, simultaneous arm action & kick, 15 yd.
2. Butterfly, kick, 25 yd.
3. Butterfly, arms, 25 yd.
4. Open turn
5. Butterfly, 25 yd.

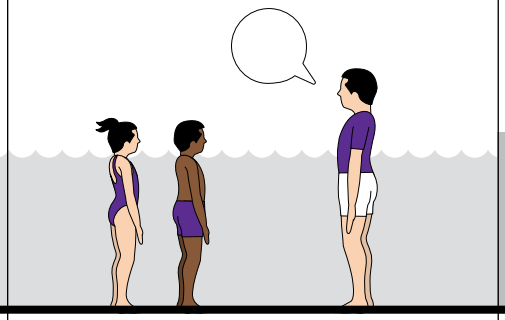
Skill & Topic Library: Activities

3 x 3 x 3 Build-Up Drill

Arms-Only Drill

Pause Drill

TOPIC 6.5 5 mins.



GOAL SETTING

Ask students why goals are important:

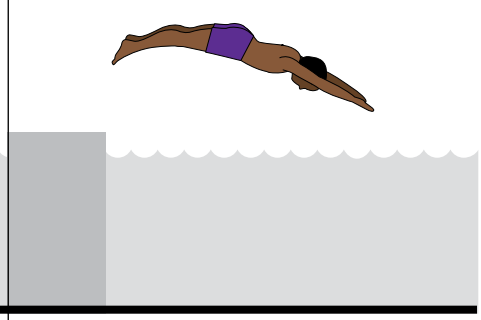
Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

WRAP-UP 5 mins.



DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

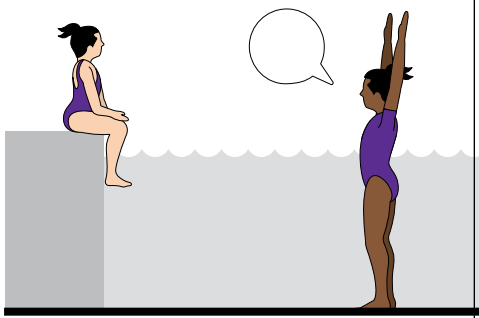
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.6

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

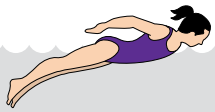
Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



BUTTERFLY

1. Butterfly, simultaneous arm action & kick, 15 yd.
2. Butterfly, kick, 25 yd.
3. Butterfly, arms, 25 yd.
4. Open turn
5. Butterfly, 25 yd.

Skill & Topic Library: Activities

3 x 3 x 3 Build-Up Drill

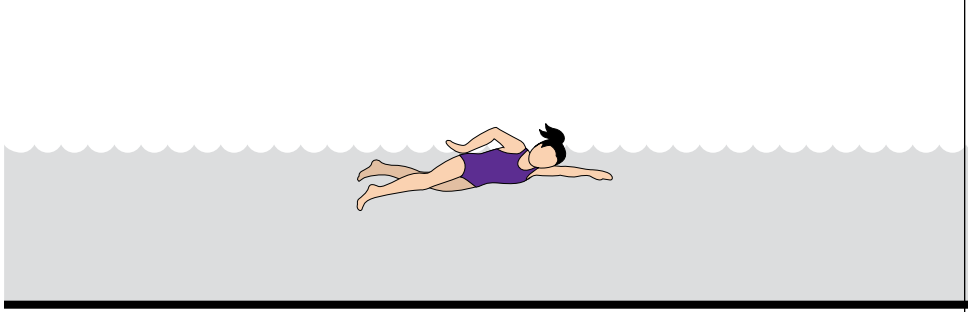
Arms-Only Drill

Pause Drill

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.6 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



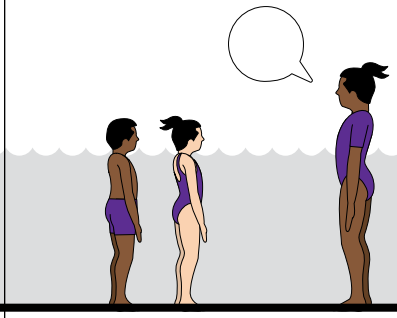
REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 6.6 5 mins.



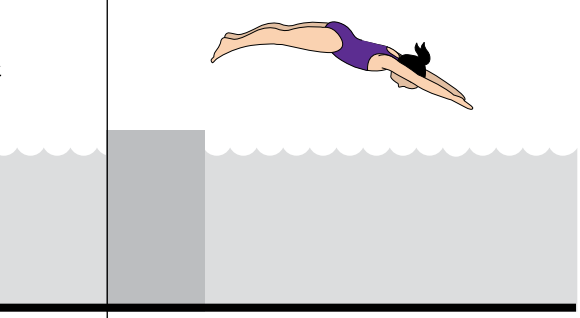
CPR

Ask students what CPR is and why someone would need it:

Cardiopulmonary resuscitation (CPR) helps maintain vital blood flow to the heart and brain. If someone doesn't respond, check for breathing and a pulse. When you can't see, hear, or feel any signs of breathing and you can't find a pulse after 10 seconds, the person probably needs CPR.

Demonstrate how to check for a pulse and to see if someone is breathing by listening, feeling, and watching for signs of breath. Let students practice on one another.

WRAP-UP 5 mins.



DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

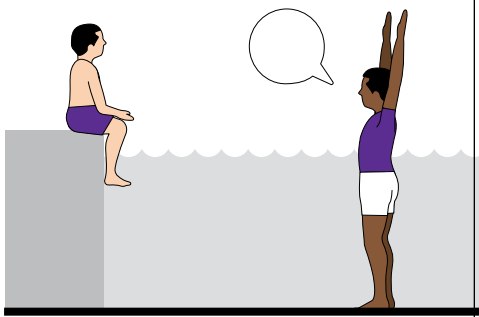
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.7

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

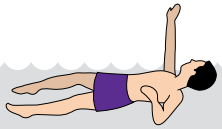
Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

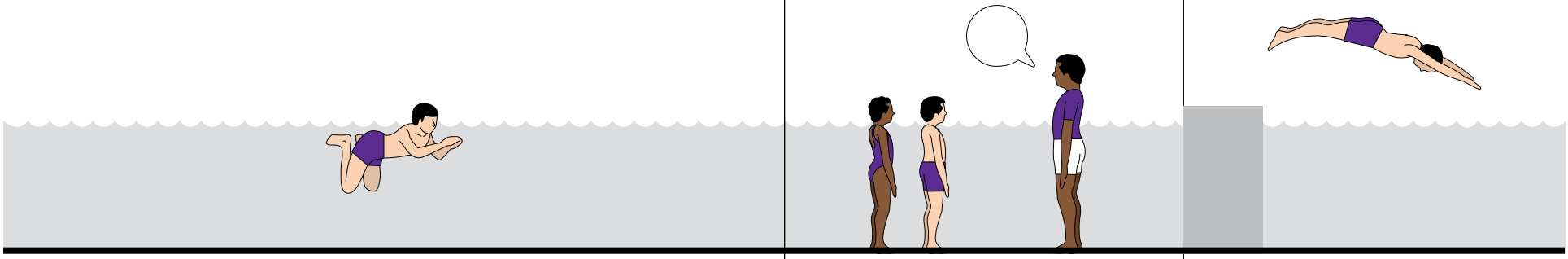
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.7 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 6.7 5 mins.

PHYSICAL ACTIVITY

Discuss why physical activity is important:

It makes your heart healthy, strengthens your muscles and bones, lengthens your life, and prevents illness.

Ask students to list some fun ways to be physically active:

Playing sports, running, swimming, etc.

Swimming is a healthy way to be physically active; it exercises your whole body but is gentle on your joints. The water's buoyancy supports body weight, which means less pressure on your joints.

WRAP-UP 5 mins.

DIVE

1. Dive, kneeling
2. Dive, standing, over object
3. Dive, standing

Skill & Topic Library: Activities

Long, Shallow Dive

Object Dive

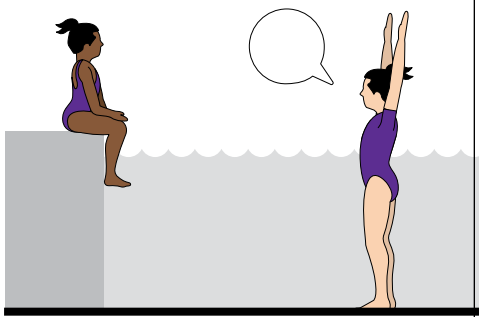
Racing Start

Take a moment to reflect on and celebrate with students the progress they made during today's lesson.

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Lesson Guide 6.8

WELCOME 1–2 mins.



GREETING

- Reinforce the need to ask permission.
- Use names.
- Share pool and safety rules.
- Review last lesson's skills and topics.
- Demonstrate today's skills.

Skill & Topic Library: Activities

Animal Names

Ask Permission

Name Game

WARM-UP 3 mins.



ENDURANCE

1. Endurance, any stroke or combination of strokes, 50 yd.
2. Endurance, any stroke or combination of strokes, 100 yd.
3. Endurance, any stroke or combination of strokes, 150 yd.

Skill & Topic Library: Activities

Balloon Relay

Carps & Cranes

Obstacle Course

REVIEW SKILLS 10 mins.



REVIEW SKILL

Work on skills that need improvement.

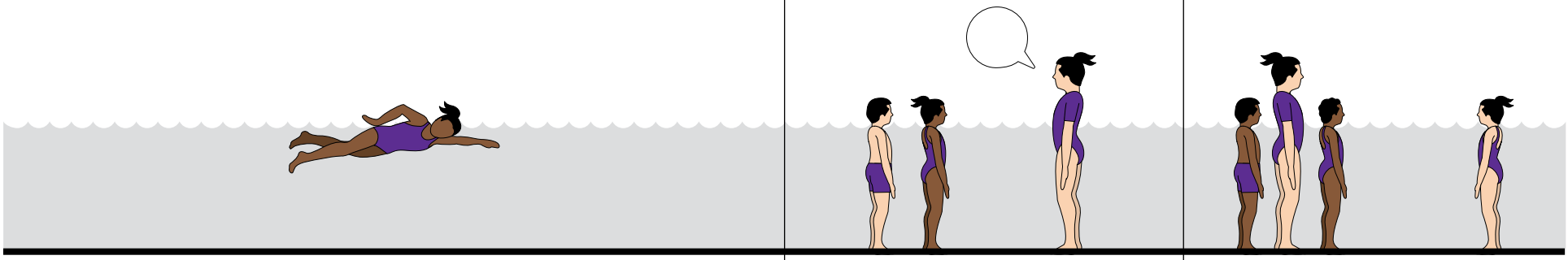
Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

Designed for an eight-day session of 40-minute lessons. Adjust as needed.

Lesson Guide 6.8 continued

INTRODUCE & PRACTICE SKILLS 15 mins.



REVIEW SKILL

Work on skills that need improvement.

Skill & Topic Library: Activities

Select appropriate activities for the reviewed skill.

TOPIC 6.8 5 mins.

CRAMPS

Ask students to describe a cramp:

A cramp is an uncontrolled tightening of muscles, usually in the legs or the feet.

Discuss how to treat cramps experienced while swimming:

For cramps that occur in the pool, swim to the side, climb out, knead and stretch the cramped muscle, and try to walk to release the cramp. For cramps that occur in open water, when you are far from shore, try to knead and stretch the cramped muscle while you are in a resting position.

WRAP-UP 5 mins.

GROUP GAME

To celebrate achievement, play a group game that involves everyone, including the instructor.

Skill & Topic Library: Activities

Have students select an activity.

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Skill & Topic Library

A / WATER DISCOVERY

Teaching This Stage

This stage introduces infants and toddlers to the aquatic environment. As you develop youth at this stage, focus on the following important milestones:

- Encouraging parents to set developmentally appropriate expectations for infants and toddlers enrolled in swim lessons
- Introducing and emphasizing basic water safety to parents and providing a positive family aquatic experience
- Building relationships among and between parents and children by providing opportunities for fun and interaction in the water

Positively Impacting Parents and Children

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the children and parents you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Children Safe

You also have a responsibility to keep children safe as they explore the aquatic environment. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a child has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing children to achieve more, faster. The activities in this library give children a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have children repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have children ask their parents or you, if their parents aren't available, for permission. Reinforce that children should always have someone watching them around water.

Pool Rules

Ask parents and children to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take parents and children on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have children or parents pick an animal that starts with the letter of the child's first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have a child, or his or her parents, choose a movement for each syllable of the child's name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry or his parent has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every child has his or her own name dance.

Name Game

Have children and parents line up along the wall. Go down the line pointing to each child and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

Ask the child or parent to say the child's name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all children.

Name Toss

Have parents and children stand in a circle. One person begins by saying the name of another person and one thing he or she likes about that person before tossing a ball to him or her. That person says the name of someone else and what he or she likes about that person, then tosses the ball to him or her. Repeat until everyone has had a turn.

Variation: Have parents and children blow bubbles as they toss the ball.

WATER ADJUSTMENT

Head & Shoulders

Have parents sit with their children on the stairs in shallow water or on the side of the pool. As a group, sing the following and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange parents and children in a circle and do the "Hokey Pokey":

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

Have parents hold their children and sing the following:

If you're happy and you know it, clap (splash) your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your life will surely show it,
If you're happy and you know it, clap your hands.

Variations:
If you're happy and you know it, nod your head, etc.
If you're happy and you know it, kick your feet, etc.

The Incy Wincy Spider

As a group, sing "The Incy Wincy Spider." Parents can drape young children across their forearms and help them do hand motions with the song. Older children can do their own hand motions as they sit on the side of the pool.

The incy wincy spider crept up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the incy wincy spider crept up the spout again.

Water Walking

If you have a zero-depth pool, allow children to independently explore the environment, asking parents to remain within arm's reach. In traditional lap pools, allow children to independently explore a swim platform or the area where they can touch the bottom under constant supervision.

Wheels on the Bus

Have parents form a circle in the pool, holding their children. As a group, sing the following:

The wheels on the bus go round and round,
Round and round, round and round. The wheels on the bus go round and round, all through the town.
Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.
Move body back and forth.

Third verse: The windows on the bus go up and down.
Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.
Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.
Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."
Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.
Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.
Wave good-bye.

Skill / Blow Bubbles

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Blow bubbles, on surface, assisted

On the surface of the water, parent holds child facing toward or away from him or her and demonstrates how to blow bubbles, cuing "One, two, three, blow bubbles."

Note: Young children may submerge mouths and suck water in rather than blow. Do not let children drink pool water because it can lead to upset stomachs and accidents in the pool.

ADVANCED



1 Blow bubbles, on surface, assisted

On the surface of the water, parent holds child facing toward or away from him or her and demonstrates how to blow bubbles, cuing "One, two, three, blow bubbles."

Note: Young children may submerge mouths and suck water in rather than blow. Do not let children drink pool water because it can lead to upset stomachs and accidents in the pool.

2 Blow bubbles, mouth & nose submerged, assisted

If a child is happy putting his or her face in the water, parent holds child facing away and cues child to submerge face. Parent gently scoops child forward so water runs over child's face, not up child's nose.

Activities

I Infant
T Toddler

Bubble Band I T

In a group, have children blow bubbles as parents make the sound of an instrument. Tell the parents to only make a sound when their children are blowing bubbles. Encourage the group by acting as the conductor.

Bubble Boat T

Have children pretend to be a boat in water by floating or gliding on their fronts. Have them practice blowing bubbles while being towed around the pool by their parents.

Bubble Pass T

Have parents and children stand in a circle in shallow water. Pass around different objects big enough to fit over a child's mouth and nose (e.g., cup, bucket, shoe, flowerpot). Have parents fill the object with water and ask children to blow bubbles into it.

Bubbles & Pop I T

Have children and parents put their faces and mouths in the water and blow bubbles together. When a child stops blowing bubbles, his or her parent says "Pop!" and both child and parent pop up together.

Feel the Wind T

Have the children pick out their favorite toys and blow on them on the pool deck. Then place the toys in the water and have the children blow on them there. Parents can help the children "feel the wind" by pretending their hands are clouds and placing them in front of the children's mouths, out of the water. As they lower their hands into the water, have them tell the children to "make it rain" (blow bubbles).

Variation: Put out different items that float in the pool (ping-pong ball, cork, ball, water bottle). Have children blow the items to the other side of the pool or through a hoop.

London Bridge I T

Use a pool noodle to make a bridge. Raise and lower the bridge. Encourage children, in the arms of their parents, to submerge under the bridge. Children who don't want to submerge can go under the bridge without going completely under the water. Children who will not voluntarily submerge can blow bubbles instead.

Magic Soap I T

To encourage children to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Variation: Have them use watering cans and buckets to pour water over their faces.

Partner Bubbles I T

Have children work with a parent or a friend. Ask them to encourage each other to put their mouths and noses in the water, then exhale and hum.

Peekaboo I T

Have parents hold their children facing toward them. Ask parents to submerge their heads and pop back up saying "Peekaboo!" to the children. Encourage children to blow bubbles as their parents submerge.

Popcorn I T

Have parents say "Pop...pop...pop...POPCORN!" On "pop," parents slightly lift their children, while the children blow bubbles. On "popcorn," parents lift the children higher. Caution parents not to lose contact with their children.

Straws & Bubble Pipes T

Have parents and children use drinking straws or bubble wands to practice blowing air into the water. Then have them blow at the water's surface without straws or wands.

Variations:

- Have children and parents use large plastic whistles to blow underwater.
- Have them blow a ball across the water.
- Ask children to blow out birthday candles.

Skill / Front Tow

PREREQUISITE

No prerequisite for this stage.

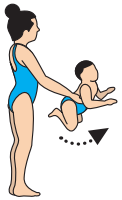
STAGE PROGRESSION



1 Front tow, chin in water, assisted

Parent holds child as child glides on front. Parent cues child to kick and gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

ADVANCED



1 Front tow, chin in water, assisted

Parent holds child as child glides on front. Parent cues child to kick and gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front tow, blow bubbles, assisted

Same as progression 1, but child blows bubbles.

Activities

I Infant
T Toddler

3-2-1 Blastoff! T

Have parents hold their children in a front-glide position. Ask children to pretend to be a rocket and kick as parents yell "Three, two, one, blastoff!" Have parents cue "Kick, kick, kick" to get their children to kick in the water.

Animal Rescue I T

Have parents hold their children in a front-glide position. Throw floating toys, animals, and ducks into the pool. Put one kickboard in the center of the area. Ask parents to swim with their children to collect the floating toys one at a time and "save" them by putting them on the floating kickboard.

Be Like T

Have parents hold their children in a front-glide position. Ask children to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish T

Have children pretend to be a fish. Ask them to float on front with their parents and try to bump their parents in the tummy with their heads.

Chase the Toy I T

Have parents hold their children in a front-glide position. Throw a toy and have each parent and child pair collect and return it.

Floating With Equipment I T

Have parents help their children float on their fronts using kickboards, barbells, and pool noodles for support. Young children can lie with their tummies on the kickboard; older children can place pool noodles or barbells under their armpits. Remind parents not to lose contact with their children.

Kicking on Front I T

Have parents hold their children in a front-glide position. Ask parents to give a verbal cue (e.g., "Kick, kick, kick" or "Swim, swim, swim") as you (or the parents) move the children's feet in a kicking motion. Encourage parents to give lots of praise when children kick on their own in response to the cue.

Variation: Have parents give a verbal cue (e.g., "Scoop, scoop, scoop" or "Swim, swim, swim") as you (or the parents) move the children's hands in a scooping motion.

Pass the Fishy I T

Hold one child at a time in a front-glide position. As you say "One, two, three, pass the fishy," pass the child to his or her parent. Encourage children to get their chins wet and kick as they are passed. If a child is ready, the parent can pass to you. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Row, Row, Row Your Boat I T

Have parents hold their children in a front-glide position as they sing "Row, Row, Row Your Boat":

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Variations:

Drive, drive, drive your car,
Gently down the street.
Merrily, merrily, merrily, merrily,
Life is but a treat.

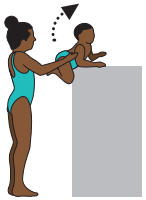
Ride, ride, ride your bike,
Gently down the street.
Merrily, merrily, merrily, merrily,
Life is but a treat.

Skill / Water Exit

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



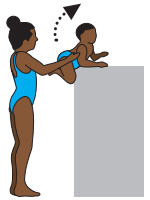
1 Water exit, parent lifts child

Parent lifts child out of water and onto pool deck.

2 Water exit, parent & child together

Parent and child walk or climb out of pool together using stairs, side, or zero-depth area. Parent can hold child as they exit.

ADVANCED



1 Water exit, parent lifts child

Parent lifts child out of water and onto pool deck.

2 Water exit, parent & child together

Parent and child walk or climb out of pool together using stairs, side, or zero-depth area. Parent can hold child as they exit.

3 Water exit, independently, using ladder, side, or stairs

Child climbs out of pool independently using ladder, side, or stairs.

4 Water exit, assisted

Parent cues "Elbow, elbow, tummy, knee" for child to climb out of water. Parent assists as needed.

Activities

I Infant
T Toddler

Chop, Chop, Timber T

Have children sit on the side of the pool and curl up in a little ball (like a seed). Have parents "water" the children with a watering can, or by sprinkling or splashing water on them. Encourage children to stand up and "grow" when they get wet. Have parents "chop" the children by lightly tapping at their shins and lifting them into the water. As they lift the children into the water, parents turn the children toward the wall, helping them grab the wall and climb out.

Elbow, Elbow, Tummy, Knee I T

Have parents say "Elbow, elbow, tummy, knee" while they help their children climb out of the water.

Give Me Five T

Have parents hold out their hands, palms up and have children jump into the water, hitting their parents' hands. This will slow down the children's fall and keep their faces from getting too wet. Parents support children once they enter the water, guiding them back to the wall and helping them exit.

Humpty Dumpty I T

Have children sit along the edge of the pool. Have parents stand in the pool face-to-face with their children and recite the following:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
Parents lift their children into the pool.

As soon as the children enter the pool, have parents turn them back toward the wall and help them grab the wall and climb out.

In & Out I T

With the help of their parents, have children get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack & Jill I T

Have parents sit on the edge of the pool with their children. One at a time, as they say the following, parents enter the water, turn, and hold their children as they come in after. Parents then turn and go back to the wall.

(Parent's name) and (child's name) went up the hill
To fetch a pail of water.
(Parent's name) fell down and broke (his/her) crown,
Parent enters the water and makes a splash.
And (child's name) came tumbling after.

Jack Be Nimble I T

Have children sit or stand on the edge of the pool, while parents recite the following:

Jack be nimble, Jack be quick.
Jack jump over the candlestick.
Parents lift their children into the pool.

As soon as the children enter the pool, have parents turn them back toward the wall and help them grab the wall and climb out.

Monkey, Monkey, Zookeeper T

Have parents say "Monkey, monkey, zookeeper!" On "monkey," children grab the wall or do a monkey crawl. On "zookeeper," children climb out of the pool using elbow, elbow, tummy, knee.

Popcorn T

Have children enter the water one at a time, first holding both their parents' hands, then one hand, then jumping into their parents' arms, then slapping their parents' hands (see "Give Me Five" activity), and, finally, without any contact. Each time, the class recites the following:

It's getting hot! It's getting hotter!
It's getting really hot! It's going to POP!

After each entry, parents assist children back to the wall and encourage them to climb out.

Wake-Up Shark T

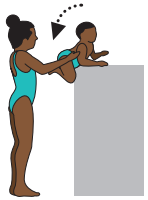
Have the children stand by the wall with their parents. Pretend you are a fish or a shark. Ask parents and children what time they want the shark to wake up. If they say eleven o'clock, submerge and count to 11 while the children try to climb out of the pool before the shark "gets" them.

Skill / Water Entry

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Water entry, parent & child together, partner entry

Parent identifies another adult (partner) to hold child. Partner hands child to parent once parent is in pool.

2 Water entry, parent & child together, heartbeat hold

Parent holds child chest-to-chest and enters pool.

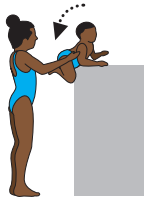
3 Water entry, parent & child together, sitting

Parent and child sit together on side of pool. Parent puts far hand on child and uses near hand to turn and slip into pool. He or she lifts child into pool.

4 Water entry, parent & child together

Child sits on side of pool with feet in water. Parent cues "One, two, three, jump" and lifts child into pool. Encourage older children to stand and jump with parent help.

ADVANCED



1 Water entry, parent & child together

See B / Water Exploration.

2 Water entry, slide in from seated position, assisted

See B / Water Exploration.

3 Water entry, slide in, independently

See B / Water Exploration.

4 Water entry, assisted

Child stands on edge of pool facing parent in water. Parent cues "One, two, three, jump." Parent catches child, turns child toward wall, and immediately cues "Find the wall" so child looks back toward wall. If child will voluntarily submerge, he or she does so and finds wall.

Activities

I Infant
T Toddler

Chop, Chop, Timber T

Have children sit on the side of the pool and curl up in a little ball (like a seed). Have parents "water" the children with a watering can, or by sprinkling or splashing water on them. Encourage children to stand up and "grow" when they get wet. Have parents "chop" the children by lightly tapping at their shins and lifting them into the water.

Give Me Five T

Have parents hold out their hands, palms up. Then have the children jump into the water, hitting their parents' hands as they do so. This will slow down the children's fall and keep their faces from getting too wet.

Humpty Dumpty I T

Have children sit along the edge of the pool. Have parents stand in the pool face-to-face with their children and recite the following:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
Parents lift their children into the pool.

I'm a Little Rocket T

Have parents stand in the water and children stand on the edge of the pool. Sing the following to cue children to jump in the water:

I'm a little rocket, short and thin.
Here is my nose cone; here are my fins.
When it comes to blast off, then I zoom
Off the launchpad, to the moon.
Children jump into the pool with parent support.

In & Out I T

With the help of their parents, have children get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack & Jill I T

Have parents sit on the edge of the pool with their children. One at a time, as they say the following, parents enter the water, turn, and hold their children as they come in after. Parents then turn and go back to the wall.

(Parent's name) and (child's name) went up the hill
To fetch a pail of water.
(Parent's name) fell down and broke (his/her) crown,
Parent enters the water and makes a splash.
And (child's name) came tumbling after.

Jack Be Nimble I T

Have children sit or stand on the edge of the pool, while parents recite the following:

Jack be nimble. Jack be quick.
Jack jump over the candlestick.
Parents lift their children into the pool.

Little Speckled Frogs I T

Have the children sit on the edge of the pool pretending to eat bugs and singing the following:

Six little speckled frogs
Sat on a speckled log,
Eating the most delicious bugs.
One jumped into the pool,
Parents assist children into pool.
Where it was nice and cool,
Now there are five speckled frogs.
Parents return children to the edge.

Popcorn T

Have children enter the water one at a time, first holding both their parents' hands, then one hand, then jumping into their parents' arms, then slapping their parents' hands (see "Give Me Five" activity), and, finally, without any contact. Each time, the class recites the following:

It's getting hot! It's getting hotter!
It's getting really hot! It's going to POP!

Skill / Back Float

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Back float, assisted, head on shoulder

Parent holds child's head to his or her shoulder with their cheeks touching as child floats on back. Encourage parent to hold child in various ways and let water support child as much as possible.

ADVANCED



1 Back float, assisted, head on shoulder

Parent holds child's head to his or her shoulder with their cheeks touching as child floats on back. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Back float, assisted, head on chest

Same as progression 1, but parent holds child's head to his or her chest with child's ears in the water.

Activities

I Infant
T Toddler

Did You Ever See a Swimmer? I T

Have parents hold children in a back-float position. As a group, sing the following:

Did you ever see a swimmer, a swimmer, a swimmer?
Did you ever see a swimmer go this way and that?
Go this way and that way, go that way and this way,
Did you ever see a swimmer go this way and that?

My Bonnie Song I T

Have parents sing the following while holding their children in a back-float position and rocking them gently:

My Bonnie lies over the ocean.
My Bonnie lies over the sea.
My Bonnie lies over the ocean.
Oh, bring back my Bonnie to me.

Bring back, bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, bring back,
Oh, bring back my Bonnie to me.

Rock-a-Bye Baby I T

Have parents sing the following while holding their children in a back-float position and rocking them gently:

Rock-a-bye baby,
On the treetop.
When the wind blows,
The cradle will rock.
When the bough breaks,
The cradle will fall,
And down will come baby, cradle and all.

Sailing, Sailing I T

Have parents sing the following while holding their children in a back-float position:

Sailing, sailing, over the bounding main.
For many a stormy wind shall blow
'Til Jack comes home again.

Sailing, sailing, over the bounding main.
For many a stormy wind shall blow
'Til Jack comes home again.

This Little Piggy I T

As children rest in a back-float position on the front of their parents' bodies, have parents wiggle each of the children's toes, moving from the big toe to the little toe, while saying the following:

This little piggy went to market,
This little piggy stayed home,
This little piggy had roast beef,
This little piggy had none.
This little piggy cried wee, wee, wee,
All the way home.

Tummy Ride T

Have children float on their backs with parents lightly supporting under their children's shoulder blades. Have parents cue their children to put their tummies up and their heads back. Ask parents to place a small toy on their children's stomachs and have children take it for a "ride."

Twinkle, Twinkle, Little Star I T

Have parents hold their children in a back-float position, with the children's heads resting on their parents' shoulders. If needed, parents can place one hand on their children's foreheads to gently keep their heads in place. Parents control the depth of the children's heads in the water. As a group, sing the following:

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Wave to the Fishies T

Have children rest in back-float position and pretend there are fishies at the bottom of the pool. Tell them to wave to the fishies with their hands at their hips and their palms facing toward the bottom. Parents may have to move their hands for them.

Skill / Roll

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Roll, assisted, back to front & front to back

Parent holds child as child kicks on front. Parent cues "One, two, three, roll" and rolls child onto the back. After a few seconds floating on back, parent cues again and rolls child back onto the front.

ADVANCED



1 Roll, assisted, back to front & front to back

Parent holds child as child kicks on front. Parent cues "One, two, three, roll" and rolls child onto the back. After a few seconds floating on back, parent cues again and rolls child back onto the front. Encourage child to blow bubbles or submerge chin when on front.

Activities

I Infant
T Toddler

Corkscrew I T

Have parents hold their children in a front-glide position and say "One, two, three, corkscrew." On "corkscrew," parents roll children onto their backs without submerging them and allow them to rest on the parents' chest. Have parents reverse the roll, saying "One, two, three, corkscrew" and rolling children back to their fronts.

Five in the Pool I T

Have parents hold their children in a front-glide position. As a group, sing the following to the tune of "Five in the Bed." After each verse, parents roll the children, reversing the roll each time.

There were five in the pool and (child's name) said, roll over, roll over, so they all rolled over and floated around.

There were four in the pool and (different child's name) said, roll over, roll over, so they all rolled over and paddled their hands.

There were three in the pool and (different child's name) said, roll over, roll over, so they all rolled over and blew noisy bubbles.

There were two in the pool and (different child's name) said, roll over, roll over, so they all rolled over and kicked their legs.

There was one in the pool and (different child's name) said, roll over, roll over, so they all rolled over and splashed, splashed, splashed.

Flip-Flop I T

Have parents face their children, with children in a front-glide position moving toward them. Use pool noodles, if needed. When the parent cues "Flip-flop," they help children flip from the front to the back. When parents cue "Flip-flop" again, they help children flip from the back to the front. Repeat several times.

I'm a Little Pancake I T

Have parents hold their children in a back-float position as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, parents roll children to the front. Repeat.

One, Two, Three, Four, Five I T

Have parents hold their children in a tight circle. Parents slowly move children onto their backs out of the circle as they say the following:

One, two, three, four, five, I caught a fish alive.

Parents return children to the circle in a front-float position as they say the following:

Six, seven, eight, nine, ten, I let it go again.
Repeat several times.

Pass the Fishy I T

Hold one child at a time in a front-glide position. As you say "One, two, three, pass the fishy," pass the child to his or her parent and have the parent roll the child into a back-glide position. Encourage children to get their chins wet and kick as they are passed. If a child is ready, the parent can pass to you. When a child is passed to you, roll the child into a back-glide position. Repeat the same movement back to the parent. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Roller Coaster Ride T

Have children float on their fronts in a face-to-face hold with their parents. When you say "Go!" parents roll their children, twisting and twirling them, pretending they are riding a roller coaster. When children get tired, they can rest on their backs. Repeat.

Wake Up! T

Have parents hold their children in a front- or back-glide position and select a number between 1 and 12. Parents then count "One o'clock, two o'clock, three o'clock," etc., until they reach the number selected. Have parents exclaim "Wake up!" and gently roll the child over, then repeat and reverse the roll.

Skill / Front Float

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Front float, chin in water, assisted

Parent holds child as child floats on front. Parent submerges to the shoulders and maintains eye contact for best holding position. Parent gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

ADVANCED



1 Front float, chin in water, assisted

Parent holds child as child floats on front. Parent submerges to the shoulders and maintains eye contact for best holding position. Parent gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front float, blow bubbles, assisted

Same as progression 1, but child may face away from parent and blow bubbles.

Activities

I Infant
T Toddler

Be Like T

Have parents hold their children in a front-float position. Ask children to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish T

Have children pretend to be a fish. Ask them to float on front with their parents and try to bump their parents in the tummy with their heads. As children build stamina, incorporate this activity into swim on front, with the parents moving back to promote endurance.

Floating With Equipment I T

Have parents help their children float on their fronts using kickboards, barbells, and pool noodles for support. Young children can lie with their tummies on the kickboard; older children can place pool noodles or barbells under their armpits. Remind parents not to lose contact with their children.

Pass the Fishy I T

Hold one child at a time in a front-float position. As you say "One, two, three, pass the fishy," pass the child to his or her parent. Encourage children to get their chins wet and kick as they are passed. If a child is ready, the parent can pass to you. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Pop Goes the Weasel I T

Have parents form a circle, hold their children, and turn them back and forth (like a washing machine) as the group sings "Pop Goes the Weasel":

All around the cobbler's bench,
The monkey chased the weasel.
The monkey thought it was all in fun.
Pop! Goes the weasel.
Parents lift children into the air.

A penny for a spool of thread,
A penny for a needle.
That's the way the money goes.
Pop! Goes the weasel.
Parents lift children into the air.

I've no time to plead or pine,
I've no time to wheedle.
Kiss me quick, and then I'm gone.
Pop! Goes the weasel.
Parents lift children into the air.

Row, Row, Row Your Boat I T

Have parents hold their children in a front-float position as they sing "Row, Row, Row Your Boat":

Row, row, row your boat, gently down the stream.
Merrily, merrily, merrily, merrily, life is but a dream.

Target Float I T

Place an object like a sinking toy on the bottom of the pool. As parents hold children in a front float, ask the children to keep their heads down and look at the target. They do not need to submerge.

Ten Little Fishies T

Have parents hold their children in a front-float position. As a group, sing the following, with each line sung in a progressively higher pitch:

One little, two little, three little fishies,
Parents hold children facing them and swish them side to side.

Four little, five little, six little fishies,
Parents swish children forward and backward.

Seven little, eight little, nine little fishies,
Parents swish children in a small circle.

Ten little swimming fishies.
Parents hold children in a front-float position and turn around, encouraging kicks and scoops.

Skill / Back Tow

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Back tow, assisted, head on shoulder

Parent holds child's head to his or her shoulder, with child's weight supported by water's buoyancy. Parent cues child to push tummy to the sky. If needed, parent can place one hand on child's forehead to gently keep child's head on parent's shoulder. Parent can control depth of child's head in the water.

ADVANCED



1 Back tow, assisted, head on shoulder

Parent holds child's head to his or her shoulder, with child's weight supported by water's buoyancy. Parent cues child to push tummy to the sky. If needed, parent can place one hand on child's forehead to gently keep child's head on parent's shoulder. Parent can control depth of child's head in the water.

2 Back tow, assisted, head on chest

Parent gently holds relaxed child at the skull or base of the skull and drags him or her through the water. Child is entirely supported by the water; parent only minimally supports child's head. Child has ears in water.

Activities

I Infant
T Toddler

3-2-1 Blastoff! T

Have parents hold their children in a back-float position. Ask children to pretend to be a rocket and kick as parents yell "Three, two, one, blastoff!" Have parents also cue "Kick, kick, kick" to get their children to kick in the water.

Be Like T

Have parents hold their children in a back-float position. Ask children to pretend to be like the following:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Did You Ever See a Swimmer? I T

Have parents tow children in a back-float position. As a group, sing the following:

Did you ever see a swimmer, a swimmer, a swimmer?
Did you ever see a swimmer go this way and that?
Go this way and that way, go that way and this way,
Did you ever see a swimmer go this way and that?

Kicking Race I T

Have parents hold their children in a back-float position. Cue them to kick; the faster the children kick, the faster their parents move. Have the parent and child pairs race each other to the other side of the pool.

Motorboat I T

Have parents hold their children in a back-float position. Have children put their arms out like an airplane, while parents spin them slowly in a circle and say the following:

Motorboat, motorboat, go so slow.
Motorboat, motorboat, go so fast.
Parents pick up a little speed.

Motorboat, motorboat, step on the gas!
Parents cue children to "Kick, kick, kick" or "Swim, swim, swim."

Rainbow Bridge I T

Use a pool noodle to make a bridge. Have parents hold their children in a back-float position. Have each parent and child pair swim under the bridge.

Swim Little Fishies T

Have parents hold their children in a back-float position as they sing the following while moving their children backward toward the wall:

Swim little fishies,
Swim if you can.
And they swam and swam,
Right over to the wall.

Target Tow T

Have parents hold their children in a back-float position and tow them around the pool. Ask children to focus on a spot on the ceiling, keeping their chins back.

Twinkle, Twinkle, Little Star I T

Have parents hold their children in a back-float position, with the children's heads resting on their parents' shoulders. If needed, parents can place one hand on their children's foreheads to gently keep their heads in place. Parents control the depth of the children's heads in the water. As a group, sing the following:

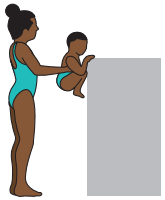
Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Skill / Wall Grab

PREREQUISITE

No prerequisite for this stage.

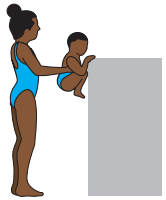
STAGE PROGRESSION



1 Wall grab, assisted

Parent holds child facing away. Parent places child's hand on the wall or asks child to grab for the wall and hold on. Parent may have to help young children hold on, but child's hand should be in contact with the side. Child's weight should be supported by water's buoyancy as much as possible.

ADVANCED



1 Wall grab, assisted

Parent holds child facing away. Parent places child's hand on the wall or asks child to grab for the wall and hold on. Parent may have to help young children hold on, but child's hand should be in contact with the side. Child's weight should be supported by water's buoyancy as much as possible.

2 Monkey crawl, assisted, on edge, 5 ft.

Same as progression 1, but have child crawl, hand over hand, for 5 ft. along the wall.

Activities

I Infant
T Toddler

Bridge Crawl I T

With parent support, have children grab the wall or monkey crawl under a pool noodle held as a bridge above them.

Bubbles & Pop With Monkey Crawl T

Have children and parents put their faces and mouths in the water and blow bubbles together as the children monkey crawl with parent support. When the child stops blowing bubbles, his or her parent says "Pop," and both child and parent pop up together.

Choo-Choo Train T

Have children pretend to be a train going around the edge of the pool. Parents support their children as they hold onto the edge of the pool and move themselves, hand over hand, around. To add more fun, pretend the following:

- The ladders are "gas-up" stations. Children can "gas up" by holding onto the ladder and kicking very fast.
- A person in the way is a cow on the track. Parents hold their children and have them swim around the other person.
- A rope or hoop is a tunnel to go under or through.
- An instructor pouring a cup of water slowly over the children is a waterfall to go under.

Crawl & Exit T

Have children monkey crawl to the stairs and practice climbing out with parent support.

Crawl to an Object I T

With parent support, have children grab the wall or monkey crawl to an object sitting on the edge of the pool.

Hoop Crawl T

Have children monkey crawl through a hoop with parent support.

Monkey, Monkey I T

Have children hold onto the side of the pool with parent support and say the following:

Monkey see, monkey do,
Hand over hand is what we do.
Monkey see, monkey do,
I'm a happy monkey too.

Children do monkey crawl.

Monkey on the Wall I T

Have children hold onto the side of the pool with parent support and say the following:

Monkey, monkey, holding onto the wall,
Monkey, monkey, crawl, crawl, crawl.

Infants do a wall grab with parents; toddlers attempt to crawl along the wall with support.

Monkey see, monkey do,
Push off the wall is what we do.
Monkey see, monkey do,
I'm a happy monkey too.

Children push off the wall on their backs, with support.

Monkey see, monkey do,
Look and see what I can do.
Monkey see, monkey do,
I'm a happy monkey too.

Parents ask children what they want to do.

What Do Monkeys Eat? T

Have children hold onto the side of the pool with parent support and pretend they are monkeys. Ask parents and children what monkeys like to eat (e.g., "Do monkeys eat crayons?" "Do monkeys eat paper?"). When you say something monkeys eat (e.g., "Do monkeys eat bananas?"), have the children make monkey noises and blow bubbles at the wall.

Variations:

- Play this game with a monkey crawl at the wall. Have children who are ready to submerge independently do so when you say something monkeys eat.
- Do the "Monkey, Monkey, Zookeeper" activity. Instead of getting out of the pool to escape, have children "hide" by blowing bubbles.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC A.1

ASK PERMISSION

Explain why it is important to always ask permission before getting into any water:

Telling an adult you are entering the pool ensures someone is available to actively watch you and make sure you stay safe. To learn the habit of asking permission before getting into the water, repeat the following: "Before I get into the pool, I must always ask first."

You will need to ask permission from your parents to enter the pool before getting into the water at every lesson.

TOPIC A.2

SWIM ATTIRE

Explain how appropriate swim attire prevents contamination of pool water and the spread of disease:

The contaminants (e.g., bacteria, viruses, parasites) found in fecal matter can be hazardous to participants. Infants must be clothed in appropriate attire to confine such matter. Plastic pants or other swimsuits that are lightweight and have snug, elastic-fitting legs and waistbands are best. It's essential to monitor your children and remove them from the water should their clothing become soiled.

TOPIC A.3

SAFE SWIM AREA

Explain the characteristics of a safe swim area:

- Properly trained lifeguards on duty who are alert and not distracted
- Functional rescue equipment and a phone close by in case 911 needs to be called
- Rules that are enforced uniformly, whether posted on walls, pool schedules, or entry tickets, or not posted
- Safe, functional drain covers that are dome-shaped and have small openings and a large surface area, as opposed to drain covers that are flat; have large openings; or are damaged, loose, or missing

TOPIC A.4

LIFEGUARDS

Explain the role of a lifeguard:

At the Y, there is always a lifeguard on duty. Lifeguards are trained in rescue techniques, CPR, and basic first aid.

While on duty, lifeguards continuously scan the pool. You will notice lifeguards moving their heads back and forth as they observe their area of responsibility. Still, it is important for parents to always keep an eye on their children, even if there is a lifeguard on duty.

At the Y, children who have not yet passed a swim test must remain within arm's reach of an adult. This ensures their safety.

TOPIC A.5

DROWNING

Describe ways to prevent drowning:

- Always make sure a designated adult is watching your children when they are in the water, whether swimming or in the bath. Do not be involved in any other activity, such as using a cell phone or reading a book, while supervising children, even if lifeguards are present.
- Be close enough to reach your children at all times.
- Select swimming sites with lifeguards when possible, but always watch your children as if there was no lifeguard on duty. Lifeguards are a partner in drowning prevention, but your diligence as a parent is key.

TOPIC A.6

LIFE JACKETS

Explain the importance of wearing life jackets and how to fit them properly:

A traditional life jacket is often bright orange and built to flip a child onto his or her back during an emergency situation. Life vests or Jet Ski life jackets allow more unrestricted motion and are good for children who are comfortable swimming in the water independently, with supervision. Life jackets should fit snugly and not allow the child's chin or ears to slip through. The Y recommends using only life jackets that are Coast Guard approved. If on a boat, the Y recommends that, for every nonswimmer, there be at least one swimmer on board.

TOPIC A.7

RESCUE BREATHING

Review the steps in administering rescue breathing:

- **Assess child.** Look for signs of breathing.
- **Open airway.** Tilt the child's head and lift the chin to establish an open airway.
- **Give rescue breaths.** Seal the child's nose and mouth with a CPR mask. Take a normal breath and blow into the mask for one second to deliver the breath. Provide one rescue breath every three to five seconds. Make sure the chest visibly rises but no more than that. Continue until another provider or the next level of care takes over, the child clearly shows signs of life, or you are too tired.

TOPIC A.8

BACKYARD POOLS

Explain what precautions individuals should take around backyard pools:

- Have an emergency plan.
- Keep rescue equipment nearby, including a pole, a buoy, and a stocked first aid kit.
- Install a fence at least five feet high around your home pool, with posts no more than four inches apart. Be sure there are no trees, chairs, benches, or tables nearby that could enable a child to climb over the fence.
- Purchase a firm, solid pool cover specifically for your pool that will safely hold a child's weight and not allow a child to become trapped underneath.
- Make sure gates and doors are locked when not in use.

Skill & Topic Library

B / WATER EXPLORATION

Teaching This Stage

In this stage, children focus on exploring body positions, blowing bubbles, and fundamental safety and aquatic skills. As you develop youth at this stage, focus on the following important milestones:

- Encouraging children to move purposefully in the water in response to visual and verbal cues and using toys and flotation devices
- Emphasizing basic aquatic safety to parents
- Building relationships among and between parents and children by providing opportunities for fun and interaction in the water

Positively Impacting Parents and Children

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the children and parents you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:

- Achievement
- Relationships
- Belonging

Keeping Children Safe

You also have a responsibility to keep children safe as they explore the aquatic environment. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a child has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing children to achieve more, faster. The activities in this library give children a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have children repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have children ask their parents or you, if their parents aren't available, for permission. Reinforce that children should always have someone watching them around water.

Pool Rules

Ask parents and children to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take children and parents on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Find the posted pool rules and review them. Explain that the rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have children or parents pick an animal that starts with the letter of the child's first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have a child, or his or her parents, choose a movement for each syllable of the child's name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry or his parent has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every child has his or her own name dance.

Name Game

Have children and parents line up along the wall. Go down the line pointing to each child and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

Ask the child or parent to say the child's name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all children.

Name Toss

Have parents and children stand in a circle. One person begins by saying the name of another person and one thing he or she likes about that person before tossing a ball to him or her. That person says the name of someone else and what he or she likes about that person, then tosses the ball to him or her. Repeat until everyone has had a turn.

Variation: Have parents and children blow bubbles as they toss the ball.

WATER ADJUSTMENT

Head & Shoulders

Have parents sit with their children on the stairs in shallow water or on the side of the pool. As a group, sing the following and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange parents and children in a circle and do the "Hokey Pokey":

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

Have parents hold their children and sing the following:

If you're happy and you know it, clap (splash) your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your life will surely show it,
If you're happy and you know it, clap your hands.

Variations:
If you're happy and you know it, nod your head, etc.
If you're happy and you know it, kick your feet, etc.

The Incy Wincy Spider

As a group, sing "The Incy Wincy Spider." Parents can drape young children across their forearms and help them do hand motions with the song. Older children can do their own hand motions as they sit on the side of the pool.

The incy wincy spider crept up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the incy wincy spider crept up the spout again.

Water Walking

If you have a zero-depth pool, allow children to independently explore the environment, asking parents to remain within arm's reach. In traditional lap pools, allow children to independently explore a swim platform or the area where they can touch the bottom under constant supervision.

Wheels on the Bus

Have parents form a circle in the pool, holding their children. As a group, sing the following:

The wheels on the bus go round and round,
Round and round, round and round. The wheels on the bus go round and round, all through the town.
Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.
Move body back and forth.

Third verse: The windows on the bus go up and down.
Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.
Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.
Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."
Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.
Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.
Wave good-bye.

Skill / Blow Bubbles

PREREQUISITE



1 Blow bubbles, on surface, assisted

On the surface of the water, parent holds child facing toward or away from him or her and demonstrates how to blow bubbles, cuing "One, two, three, blow bubbles."

Note: Young children may submerge mouths and suck water in rather than blow. Do not let children drink pool water because it can lead to upset stomachs and accidents in the pool.

STAGE PROGRESSION



1 Blow bubbles, on surface, assisted

On the surface of the water, parent holds child facing toward or away from him or her and demonstrates how to blow bubbles, cuing "One, two, three, blow bubbles."

Note: Young children may submerge mouths and suck water in rather than blow. Do not let children drink pool water because it can lead to upset stomachs and accidents in the pool.

2 Blow bubbles, mouth & nose submerged, assisted

If a child is happy putting his or her face in the water, parent holds child facing away and cues child to submerge face. Parent gently scoops child forward so water runs over child's face, not up child's nose.

ADVANCED



1 Blow bubbles

Blow bubbles with nose and mouth. If hesitant, start with blowing on the surface of the water. Build to submerging mouth and nose while exhaling. Hum, if needed, to practice skill.

2 Get head & face wet

Submerge face or instructor pours water over head.

3 Submerge head

Submerge entire head underwater. If hesitant, start with putting mouth and nose underwater, then eyes, ears, and, finally, top of head.

4 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

Activities

I Infant
T Toddler

Bubble Band I T

In a group, have children blow bubbles as parents make the sound of an instrument. Tell the parents to only make a sound when their children are blowing bubbles. Encourage the group by acting as the conductor.

Bubble Boat T

Have children pretend to be a boat in water by floating or gliding on their fronts. Have them practice blowing bubbles while being towed around the pool by their parents.

Bubble Pass T

Have parents and children stand in a circle in shallow water. Pass around different objects big enough to fit over a child's mouth and nose (e.g., cup, bucket, shoe, flowerpot). Have parents fill the object with water and ask children to blow bubbles into it.

Bubbles & Pop I T

Have children and parents put their faces and mouths in the water and blow bubbles together. When a child stops blowing bubbles, his or her parent says "Pop!" and both child and parent pop up together.

Feel the Wind T

Have the children pick out their favorite toys and blow on them on the pool deck. Then place the toys in the water and have the children blow on them there. Parents can help the children "feel the wind" by pretending their hands are clouds and placing them in front of the children's mouths, out of the water. As they lower their hands into the water, have them tell the children to "make it rain" (blow bubbles).

Variation: Put out different items that float in the pool (ping-pong ball, cork, ball, water bottle). Have children blow the items to the other side of the pool or through a hoop.

London Bridge I T

Use a pool noodle to make a bridge. Raise and lower the bridge. Encourage children, in the arms of their parents, to submerge under the bridge. Children who don't want to submerge can go under the bridge without going completely under the water. Children who will not voluntarily submerge can blow bubbles instead.

Magic Soap I T

To encourage children to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Variation: Have them use watering cans and buckets to pour water over their faces.

Partner Bubbles I T

Have children work with a parent or a friend. Ask them to encourage each other to put their mouths and noses in the water, then exhale and hum.

Peekaboo I T

Have parents hold their children facing toward them. Ask parents to submerge their heads and pop back up saying "Peekaboo!" to the children. Encourage children to blow bubbles as their parents submerge.

Popcorn I T

Have parents say "Pop...pop...pop...POPCORN!" On "pop," parents slightly lift their children, while the children blow bubbles. On "popcorn," parents lift the children higher. Caution parents not to lose contact with their children.

Straws & Bubble Pipes T

Have parents and children use drinking straws or bubble wands to practice blowing air into the water. Then have them blow at the water's surface without straws or wands.

Variations:

- Have children and parents use large plastic whistles to blow underwater.
- Have them blow a ball across the water.
- Ask children to blow out birthday candles.

Skill / Front Tow

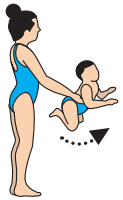
PREREQUISITE



1 Front tow, chin in water, assisted

Parent holds child as child glides on front. Parent cues child to kick and gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

STAGE PROGRESSION



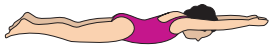
1 Front tow, chin in water, assisted

Parent holds child as child glides on front. Parent cues child to kick and gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front tow, blow bubbles, assisted

Same as progression 1, but child blows bubbles.

ADVANCED



1 Front walk to wall, face submerged

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Front glide, assisted, holding wall

Hold onto wall, move into front glide by lifting feet off bottom, submerge face.

3 Front glide, assisted, to wall, one arm's length, feet on bottom

Stand one arm's length from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), feet remain on bottom. Move toward wall and grab it with both hands.

4 Front glide, assisted, to wall, 5 ft.

Same as progression 3, but with both feet off bottom. Build to 5 ft. from wall.

Activities

I Infant
T Toddler

3-2-1 Blastoff! T

Have parents hold their children in a front-glide position. Ask children to pretend to be a rocket and kick as parents yell "Three, two, one, blastoff!" Have parents cue "Kick, kick, kick" to get their children to kick in the water.

Animal Rescue I T

Have parents hold their children in a front-glide position. Throw floating toys, animals, and ducks into the pool. Put one kickboard in the center of the area. Ask parents to swim with their children to collect the floating toys one at a time and "save" them by putting them on the floating kickboard.

Be Like T

Have parents hold their children in a front-glide position. Ask children to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish T

Have children pretend to be a fish. Ask them to float on front with their parents and try to bump their parents in the tummy with their heads.

Chase the Toy I T

Have parents hold their children in a front-glide position. Throw a toy and have each parent and child pair collect and return it.

Floating With Equipment I T

Have parents help their children float on their fronts using kickboards, barbells, and pool noodles for support. Young children can lie with their tummies on the kickboard; older children can place pool noodles or barbells under their armpits. Remind parents not to lose contact with their children.

Kicking on Front I T

Have parents hold their children in a front-glide position. Ask parents to give a verbal cue (e.g., "Kick, kick, kick" or "Swim, swim, swim") as you (or the parents) move the children's feet in a kicking motion. Encourage parents to give lots of praise when children kick on their own in response to the cue.

Variation: Have parents give a verbal cue (e.g., "Scoop, scoop, scoop" or "Swim, swim, swim") as you (or the parents) move the children's hands in a scooping motion.

Pass the Fishy I T

Hold one child at a time in a front-glide position. As you say "One, two, three, pass the fishy," pass the child to his or her parent. Encourage children to get their chins wet and kick as they are passed. If a child is ready, his or her parent can pass to you. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Row, Row, Row Your Boat I T

Have parents hold their children in a front-glide position as they sing "Row, Row, Row Your Boat":

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

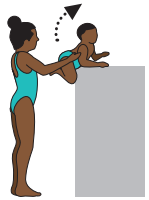
Variations:

Drive, drive, drive your car,
Gently down the street.
Merrily, merrily, merrily, merrily,
Life is but a treat.

Ride, ride, ride your bike,
Gently down the street.
Merrily, merrily, merrily, merrily,
Life is but a treat.

Skill / Water Exit

PREREQUISITE



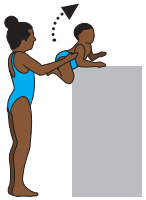
1 Water exit, parent lifts child

Parent lifts child out of water and onto pool deck.

2 Water exit, parent & child together

Parent and child walk or climb out of pool together using stairs, side, or zero-depth area. Parent can hold child as they exit.

STAGE PROGRESSION



1 Water exit, parent lifts child

Parent lifts child out of water and onto pool deck.

2 Water exit, parent & child together

Parent and child walk or climb out of pool together using stairs, side, or zero-depth area. Parent can hold child as they exit.

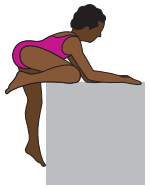
3 Water exit, independently, using ladder, side, or stairs

Child climbs out of pool independently using ladder, side, or stairs.

4 Water exit, assisted

Parent cues "Elbow, elbow, tummy, knee" for child to climb out of water. Parent assists as needed.

ADVANCED



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

Activities

I Infant
T Toddler

Chop, Chop, Timber T

Have children sit on the side of the pool and curl up in a little ball (like a seed). Have parents "water" the children with a watering can, or by sprinkling or splashing water on them. Encourage children to stand up and "grow" when they get wet. Have parents "chop" the children by lightly tapping at their shins and lifting them into the water. As they lift the children into the water, parents turn the children toward the wall, helping them grab the wall and climb out.

Elbow, Elbow, Tummy, Knee I T

Have parents say "Elbow, elbow, tummy, knee" while they help their children climb out of the water.

Give Me Five T

Have parents hold out their hands, palms up and have children jump into the water, hitting their parents' hands. This will slow down the children's fall and keep their faces from getting too wet. Parents support children once they enter the water, guiding them back to the wall and helping them exit.

Humpty Dumpty I T

Have children sit along the edge of the pool. Have parents stand in the pool face-to-face with their children and recite the following:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
Parents lift their children into the pool.

As soon as the children enter the pool, have parents turn them back toward the wall and help them grab the wall and climb out.

In & Out I T

With the help of their parents, have children get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack & Jill I T

Have parents sit on the edge of the pool with their children. One at a time, as they say the following, parents enter the water, turn, and hold their children as they come in after. Parents then turn and go back to the wall.

(Parent's name) and (child's name) went up the hill
To fetch a pail of water.
(Parent's name) fell down and broke (his/her) crown,
Parent enters the water and makes a splash.
And (child's name) came tumbling after.

Jack Be Nimble I T

Have children sit or stand on the edge of the pool, while parents recite the following:

Jack be nimble, Jack be quick.
Jack jump over the candlestick.
Parents lift their children into the pool.

As soon as the children enter the pool, have parents turn them back toward the wall and help them grab the wall and climb out.

Monkey, Monkey, Zookeeper T

Have parents say "Monkey, monkey, zookeeper!" On "monkey," children grab the wall or do a monkey crawl. On "zookeeper," children climb out of the pool using elbow, elbow, tummy, knee.

Popcorn T

Have children enter the water one at a time, first holding both their parents' hands, then one hand, then jumping into their parents' arms, then slapping their parents' hands (see "Give Me Five" activity), and, finally, without any contact. Each time, the class recites the following:

It's getting hot! It's getting hotter!
It's getting really hot! It's going to POP!

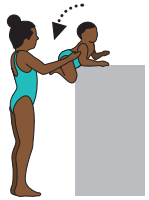
After each entry, parents assist children back to the wall and encourage them to climb out.

Wake-Up Shark T

Have the children stand by the wall with their parents. Pretend you are a fish or a shark. Ask parents and children what time they want the shark to wake up. If they say eleven o'clock, submerge and count to 11 while the children try to climb out of the pool before the shark "gets" them.

Skill / Water Entry

PREREQUISITE



1 Water entry, parent & child together, partner entry

See A / Water Discovery.

2 Water entry, parent & child together, heartbeat hold

See A / Water Discovery.

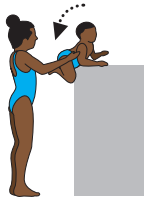
3 Water entry, parent & child together, sitting

Parent and child sit together on side of pool. Parent puts far hand on child and uses near hand to turn and slip into pool. He or she lifts child into pool.

4 Water entry, parent & child together

Child sits on side of pool with feet in water. Parent cues "One, two, three, jump" and lifts child into pool. Encourage older children to stand and jump with parent help.

STAGE PROGRESSION



1 Water entry, parent & child together

Child sits on side of pool with feet in water. Parent cues "One, two, three, jump" and lifts child into pool. Encourage older children to stand and jump with parent help.

2 Water entry, slide in from seated position, assisted

Parent sits child on wall and cues "One, two, three, go." Child rolls over and slides into pool on stomach.

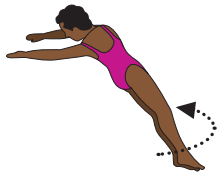
3 Water entry, slide in, independently

Child sits on wall. Parent cues "One, two, three, go." Child rolls over and slides into pool on stomach without assistance.

4 Water entry, assisted

Child stands on edge of pool facing parent in water. Parent cues "One, two, three, jump." Parent catches child, turns child toward wall, and immediately cues "Find the wall" so child looks back toward wall. If child will voluntarily submerge, he or she does so and finds wall.

ADVANCED



1 Jump & grab wall, assisted

See 1 / Water Acclimation.

2 Jump, push off bottom, grab wall, assisted

See 1 / Water Acclimation.

3 Jump, push, turn, assisted by guiding wrist, grab wall

Stand on edge of pool, jump in, submerge, and push off bottom. Instructor assists by turning toward wall with wrist. Grab wall and climb out.

4 Jump, push, turn, grab, assisted

Same as progression 3, but instructor assists to wall.

Activities

I Infant
T Toddler

Chop, Chop, Timber T

Have children sit on the side of the pool and curl up in a little ball (like a seed). Have parents "water" the children with a watering can, or by sprinkling or splashing water on them. Encourage children to stand up and "grow" when they get wet. Have parents "chop" the children by lightly tapping at their shins and lifting them into the water.

Give Me Five T

Have parents hold out their hands, palms up. Then have the children jump into the water, hitting their parents' hands as they do so. This will slow down the children's fall and keep their faces from getting too wet.

Humpty Dumpty I T

Have children sit along the edge of the pool. Have parents stand in the pool face-to-face with their children and recite the following:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
Parents lift their children into the pool.

I'm a Little Rocket T

Have parents stand in the water and children stand on the edge of the pool. Sing the following to cue children to jump in the water:

I'm a little rocket, short and thin.
Here is my nose cone; here are my fins.
When it comes to blast off, then I zoom
Off the launchpad, to the moon.
Children jump into the pool with parent support.

In & Out I T

With the help of their parents, have children get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack & Jill I T

Have parents sit on the edge of the pool with their children. One at a time, as they say the following, parents enter the water, turn, and hold their children as they come in after. Parents then turn and go back to the wall.

(Parent's name) and (child's name) went up the hill
To fetch a pail of water.
(Parent's name) fell down and broke (his/her) crown,
Parent enters the water and makes a splash.
And (child's name) came tumbling after.

Jack Be Nimble I T

Have children sit or stand on the edge of the pool, while parents recite the following:

Jack be nimble. Jack be quick.
Jack jump over the candlestick.
Parents lift their children into the pool.

Little Speckled Frogs I T

Have the children sit on the edge of the pool pretending to eat bugs and singing the following:

Six little speckled frogs
Sat on a speckled log,
Eating the most delicious bugs.
One jumped into the pool,
Parents assist children into pool.
Where it was nice and cool,
Now there are five speckled frogs.
Parents return children to the edge.

Popcorn T

Have children enter the water one at a time, first holding both their parents' hands, then one hand, then jumping into their parents' arms, then slapping their parents' hands (see "Give Me Five" activity), and, finally, without any contact. Each time, the class recites the following:

It's getting hot! It's getting hotter!
It's getting really hot! It's going to POP!

Skill / Back Float

PREREQUISITE



1 Back float, assisted, head on shoulder

Parent holds child's head to his or her shoulder with their cheeks touching as child floats on back. Encourage parent to hold child in various ways and let water support child as much as possible.

STAGE PROGRESSION



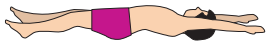
1 Back float, assisted, head on shoulder

Parent holds child's head to his or her shoulder with their cheeks touching as child floats on back. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Back float, assisted, head on chest

Same as progression 1, but parent holds child's head to his or her chest with child's ears in the water.

ADVANCED



1 Standing, head back, assisted

Stand facing wall, tilt head back, walk 5 ft. forward.

2 Standing, head back, on one foot, assisted

Same as progression 1, on one foot.

3 Back float, assisted, 10 secs.

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Use flotation device as needed. Instructor may stand by head to assist. Instructor assists back to a vertical position.

4 Back float, assisted, 10 secs., recover independently

Same as progression 3, build to 10 secs., recover independently.

Activities

I Infant
T Toddler

Did You Ever See a Swimmer? I T

Have parents hold children in a back-float position. As a group, sing the following:

Did you ever see a swimmer, a swimmer, a swimmer?
Did you ever see a swimmer go this way and that?
Go this way and that way, go that way and this way,
Did you ever see a swimmer go this way and that?

My Bonnie Song I T

Have parents sing the following while holding their children in a back-float position and rocking them gently:

My Bonnie lies over the ocean.
My Bonnie lies over the sea.
My Bonnie lies over the ocean.
Oh, bring back my Bonnie to me.

Bring back, bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, bring back,
Oh, bring back my Bonnie to me.

Rock-a-Bye Baby I T

Have parents sing the following while holding their children in a back-float position and rocking them gently:

Rock-a-bye baby,
On the treetop.
When the wind blows,
The cradle will rock.
When the bough breaks,
The cradle will fall,
And down will come baby, cradle and all.

Sailing, Sailing I T

Have parents sing the following while holding their children in a back-float position:

Sailing, sailing, over the bounding main.
For many a stormy wind shall blow
'Til Jack comes home again.

Sailing, sailing, over the bounding main.
For many a stormy wind shall blow
'Til Jack comes home again.

This Little Piggy I T

As children rest in a back-float position on the front of their parents' bodies, have parents wiggle each of the children's toes, moving from the big toe to the little toe, while saying the following:

This little piggy went to market,
This little piggy stayed home,
This little piggy had roast beef,
This little piggy had none.
This little piggy cried wee, wee, wee,
All the way home.

Tummy Ride T

Have children float on their backs with parents lightly supporting under their children's shoulder blades. Have parents cue their children to put their tummies up and their heads back. Ask parents to place a small toy on their children's stomachs and have children take it for a "ride."

Twinkle, Twinkle, Little Star I T

Have parents hold their children in a back-float position, with the children's heads resting on their parents' shoulders. If needed, parents can place one hand on their children's foreheads to gently keep their heads in place. Parents control the depth of the children's heads in the water. As a group, sing the following:

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Wave to the Fishies T

Have children rest in back-float position and pretend there are fishies at the bottom of the pool. Tell them to wave to the fishies with their hands at their hips and their palms facing toward the bottom. Parents may have to move their hands for them.

Skill / Roll

PREREQUISITE



1 Roll, assisted, back to front & front to back

Parent holds child as child kicks on front. Parent cues "One, two, three, roll" and rolls child onto the back. After a few seconds floating on back, parent cues again and rolls child back onto the front.

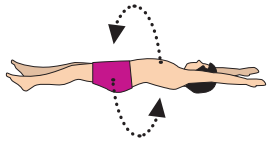
STAGE PROGRESSION



1 Roll, assisted, back to front & front to back

Parent holds child as child kicks on front. Parent cues "One, two, three, roll" and rolls child onto the back. After a few seconds floating on back, parent cues again and rolls child back onto the front. Encourage child to blow bubbles or submerge chin when on front.

ADVANCED



1 Roll, assisted, back to front & front to back

Float on front with face submerged.
Instructor cues to turn on back.
After two to three breaths on back, instructor cues again to turn on front.
Instructor assists as needed.

Activities

I Infant
T Toddler

Corkscrew I T

Have parents hold their children in a front-glide position and say "One, two, three, corkscrew." On "corkscrew," parents roll children onto their backs without submerging them and allow them to rest on the parents' chest. Have parents reverse the roll, saying "One, two, three, corkscrew" and rolling children back to their fronts.

Five in the Pool I T

Have parents hold their children in a front-glide position. As a group, sing the following to the tune of "Five in the Bed." After each verse, parents roll the children, reversing the roll each time.

There were five in the pool and (child's name) said, roll over, roll over, so they all rolled over and floated around.

There were four in the pool and (different child's name) said, roll over, roll over, so they all rolled over and paddled their hands.

There were three in the pool and (different child's name) said, roll over, roll over, so they all rolled over and blew noisy bubbles.

There were two in the pool and (different child's name) said, roll over, roll over, so they all rolled over and kicked their legs.

There was one in the pool and (different child's name) said, roll over, roll over, so they all rolled over and splashed, splashed, splashed.

Flip-Flop I T

Have parents face their children, with children in a front-glide position moving toward them. Use pool noodles, if needed. When the parent cues "Flip-flop," they help children flip from the front to the back. When parents cue "Flip-flop" again, they help children flip from the back to the front. Repeat several times.

I'm a Little Pancake I T

Have parents hold their children in a back-float position as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, parents roll children to the front. Repeat.

One, Two, Three, Four, Five I T

Have parents hold their children in a tight circle. Parents slowly move children onto their backs out of the circle as they say the following:

One, two, three, four, five, I caught a fish alive.

Parents return children to the circle in a front-float position as they say the following:

Six, seven, eight, nine, ten, I let it go again.
Repeat several times.

Pass the Fishy I T

Hold one child at a time in a front-glide position. As you say "One, two, three, pass the fishy," pass the child to his or her parent and have the parent roll the child into a back-glide position. Encourage children to get their chins wet and kick as they are passed. If a child is ready, the parent can pass to you. When a child is passed to you, roll the child into a back-glide position. Repeat the same movement back to the parent. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Roller Coaster Ride T

Have children float on their fronts in a face-to-face hold with their parents. When you say "Go!" parents roll their children, twisting and twirling them, pretending they are riding a roller coaster. When children get tired, they can rest on their backs. Repeat.

Wake Up! T

Have parents hold their children in a front- or back-glide position and select a number between 1 and 12. Parents then count "One o'clock, two o'clock, three o'clock," etc., until they reach the number selected. Have parents exclaim "Wake up!" and gently roll the child over, then repeat and reverse the roll.

Skill / Front Float

PREREQUISITE



1 Front float, chin in water, assisted

Parent holds child as child floats on front. Parent submerges to the shoulders and maintains eye contact for best holding position. Parent gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

STAGE PROGRESSION



1 Front float, chin in water, assisted

Parent holds child as child floats on front. Parent submerges to the shoulders and maintains eye contact for best holding position. Parent gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front float, blow bubbles, assisted

Same as progression 1, but child may face away from parent and blow bubbles.

ADVANCED



1 Standing, face submerged, assisted

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Standing, face submerged, on one foot, assisted

Same as progression 1, on one foot.

3 Front float, assisted, 10 secs.

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed.

4 Front float, assisted, 10 secs., recover independently

Same as progression 3, regain a vertical position independently.

Activities

I Infant
T Toddler

Be Like T

Have parents hold their children in a front-float position. Ask children to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish T

Have children pretend to be a fish. Ask them to float on front with their parents and try to bump their parents in the tummy with their heads. As children build stamina, incorporate this activity into swim on front, with the parents moving back to promote endurance.

Floating With Equipment I T

Have parents help their children float on their fronts using kickboards, barbells, and pool noodles for support. Young children can lie with their tummies on the kickboard; older children can place pool noodles or barbells under their armpits. Remind parents not to lose contact with their children.

Pass the Fishy I T

Hold one child at a time in a front-float position. As you say "One, two, three, pass the fishy," pass the child to his or her parent. Encourage children to get their chins wet and kick as they are passed. If a child is ready, the parent can pass to you. Remember to let children know what is going to happen before they are passed and ensure parents do the same.

Pop Goes the Weasel I T

Have parents form a circle, hold their children, and turn them back and forth (like a washing machine) as the group sings "Pop Goes the Weasel":

All around the cobbler's bench,
The monkey chased the weasel.
The monkey thought it was all in fun.
Pop! Goes the weasel.
Parents lift children into the air.

A penny for a spool of thread,
A penny for a needle.
That's the way the money goes.
Pop! Goes the weasel.
Parents lift children into the air.

I've no time to plead or pine,
I've no time to wheedle.
Kiss me quick, and then I'm gone.
Pop! Goes the weasel.
Parents lift children into the air.

Row, Row, Row Your Boat I T

Have parents hold their children in a front-float position as they sing "Row, Row, Row Your Boat":

Row, row, row your boat, gently down the stream.
Merrily, merrily, merrily, merrily, life is but a dream.

Target Float I T

Place an object like a sinking toy on the bottom of the pool. As parents hold children in a front float, ask the children to keep their heads down and look at the target. They do not need to submerge.

Ten Little Fishies T

Have parents hold their children in a front-float position. As a group, sing the following, with each line sung in a progressively higher pitch:

One little, two little, three little fishies,
Parents hold children facing them and swish them side to side.

Four little, five little, six little fishies,
Parents swish children forward and backward.

Seven little, eight little, nine little fishies,
Parents swish children in a small circle.

Ten little swimming fishies.
Parents hold children in a front-float position and turn around, encouraging kicks and scoops.

Skill / Back Tow

PREREQUISITE



1 Back tow, assisted, head on shoulder

Parent holds child's head to his or her shoulder, with child's weight supported by water's buoyancy. Parent cues child to push tummy to the sky. If needed, parent can place one hand on child's forehead to gently keep child's head on parent's shoulder. Parent can control depth of child's head in the water.

STAGE PROGRESSION



1 Back tow, assisted, head on shoulder

Parent holds child's head to his or her shoulder, with child's weight supported by water's buoyancy. Parent cues child to push tummy to the sky. If needed, parent can place one hand on child's forehead to gently keep child's head on parent's shoulder. Parent can control depth of child's head in the water.

2 Back tow, assisted, head on chest

Parent gently holds relaxed child at the skull or base of the skull and drags child through the water. Child is entirely supported by the water; parent only minimally supports child's head. Child has ears in water.

ADVANCED



1 Back walk, head back, away from wall, assisted

Facing wall, tilt head back, drop shoulders, push chest up, walk toward instructor, who is 5 ft. away.

2 Back glide, assisted, at wall, on one foot

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting one foot off bottom. Glide backward for 5 ft.

3 Back glide, assisted, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

Activities

I Infant
T Toddler

3-2-1 Blastoff! T

Have parents hold their children in a back-float position. Ask children to pretend to be a rocket and kick as parents yell "Three, two, one, blastoff!" Have parents also cue "Kick, kick, kick" to get their children to kick in the water.

Be Like T

Have parents hold their children in a back-float position. Ask children to pretend to be like the following:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Did You Ever See a Swimmer? I T

Have parents tow children in a back-float position. As a group, sing the following:

Did you ever see a swimmer, a swimmer, a swimmer?
Did you ever see a swimmer go this way and that?
Go this way and that way, go that way and this way,
Did you ever see a swimmer go this way and that?

Kicking Race I T

Have parents hold their children in a back-float position. Cue them to kick; the faster the children kick, the faster their parents move. Have the parent and child pairs race each other to the other side of the pool.

Motorboat I T

Have parents hold their children in a back-float position. Have children put their arms out like an airplane, while parents spin them slowly in a circle and say the following:

Motorboat, motorboat, go so slow.
Motorboat, motorboat, go so fast.
Parents pick up a little speed.

Motorboat, motorboat, step on the gas!
Parents cue children to "Kick, kick, kick" or "Swim, swim, swim."

Rainbow Bridge I T

Use a pool noodle to make a bridge. Have parents hold their children in a back-float position. Have each parent and child pair swim under the bridge.

Swim Little Fishies T

Have parents hold their children in a back-float position as they sing the following while moving their children backward toward the wall:

Swim little fishies,
Swim if you can.
And they swam and swam,
Right over to the wall.

Target Tow T

Have parents hold their children in a back-float position and tow them around the pool. Ask children to focus on a spot on the ceiling, keeping their chins back.

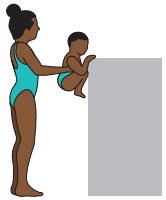
Twinkle, Twinkle, Little Star I T

Have parents hold their children in a back-float position, with the children's heads resting on their parents' shoulders. If needed, parents can place one hand on their children's foreheads to gently keep their heads in place. Parents control the depth of the children's heads in the water. As a group, sing the following:

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Skill / Monkey Crawl

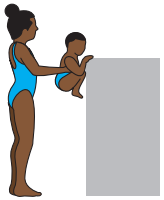
PREREQUISITE



1 Wall grab, assisted

Parent holds child facing away. Parent places child's hand on the wall or asks child to grab for the wall and hold on. Parent may have to help young children hold on, but child's hand should be in contact with the side. Child's weight should be supported by water's buoyancy as much as possible.

STAGE PROGRESSION



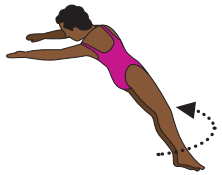
1 Wall grab, assisted

Parent holds child facing away. Parent places child's hand on the wall or asks child to grab for the wall and hold on. Parent may have to help young children hold on, but child's hand should be in contact with the side. Child's weight should be supported by water's buoyancy as much as possible.

2 Monkey crawl, assisted, on edge, 5 ft.

Same as progression 1, but have child crawl, hand over hand, for 5 ft. along the wall.

ADVANCED



1 Jump & grab wall, assisted

See 1 / Water Acclimation.

2 Jump, push off bottom, grab wall, assisted

Stand on edge of pool, jump in, submerge, and push off bottom while holding instructor's hand. Grab wall and climb out.

3 Jump, push, turn, assisted by guiding wrist, grab wall

Stand on edge of pool, jump in, submerge, and push off bottom. Instructor assists by turning toward wall with wrist. Grab wall and climb out.

4 Jump, push, turn, grab, assisted

Same as progression 3, but instructor assists to wall.

Activities

I Infant
T Toddler

Bridge Crawl I T

With parent support, have children grab the wall or monkey crawl under a pool noodle held as a bridge above them.

Bubbles & Pop With Monkey Crawl T

Have children and parents put their faces and mouths in the water and blow bubbles together as the children monkey crawl with parent support. When the child stops blowing bubbles, his or her parent says "Pop," and both child and parent pop up together.

Choo-Choo Train T

Have children pretend to be a train going around the edge of the pool. Parents support their children as they hold onto the edge of the pool and move themselves, hand over hand, around. To add more fun, pretend the following:

- The ladders are "gas-up" stations. Children can "gas up" by holding onto the ladder and kicking very fast.
- A person in the way is a cow on the track. Parents hold their children and have them swim around the other person.
- A rope or hoop is a tunnel to go under or through.
- An instructor pouring a cup of water slowly over the children is a waterfall to go under.

Crawl & Exit T

Have children monkey crawl to the stairs and practice climbing out with parent support.

Crawl to an Object I T

With parent support, have children grab the wall or monkey crawl to an object sitting on the edge of the pool.

Hoop Crawl T

Have children monkey crawl through a hoop with parent support.

Monkey, Monkey I T

Have children hold onto the side of the pool with parent support and say the following:

Monkey see, monkey do,
Hand over hand is what we do.
Monkey see, monkey do,
I'm a happy monkey too.
Children do monkey crawl.

Monkey on the Wall I T

Have children hold onto the side of the pool with parent support and say the following:

Monkey, monkey, holding onto the wall,
Monkey, monkey, crawl, crawl, crawl.
Infants do a wall grab with parents; toddlers attempt to crawl along the wall with support.

Monkey see, monkey do,
Push off the wall is what we do.
Monkey see, monkey do,
I'm a happy monkey too.
Children push off the wall on their backs, with support.

Monkey see, monkey do,
Look and see what I can do.
Monkey see, monkey do,
I'm a happy monkey too.
Parents ask children what they want to do.

What Do Monkeys Eat? T

Have children hold onto the side of the pool with parent support and pretend they are monkeys. Ask parents and children what monkeys like to eat (e.g., "Do monkeys eat crayons?" "Do monkeys eat paper?"). When you say something monkeys eat (e.g., "Do monkeys eat bananas?"), have the children make monkey noises and blow bubbles at the wall.

Variations:

- Play this game with a monkey crawl at the wall. Have children who are ready to submerge independently do so when you say something monkeys eat.
- Do the "Monkey, Monkey, Zookeeper" activity. Instead of getting out of the pool to escape, have children "hide" by blowing bubbles.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC B.1

ASK PERMISSION

Explain why it is important to always ask permission before getting into any water:

Telling an adult you are entering the pool ensures someone is available to actively watch you and make sure you stay safe. To learn the habit of asking permission before getting into the water, repeat the following: "Before I get into the pool, I must always ask first."

You will need to ask permission from your parents to enter the pool before getting into the water at every lesson.

TOPIC B.2

SWIM ATTIRE

Explain how appropriate swim attire prevents contamination of pool water and the spread of disease:

The contaminants (e.g., bacteria, viruses, parasites) found in fecal matter can be hazardous to participants. Infants must be clothed in appropriate attire to confine such matter. Plastic pants or other swimsuits that are lightweight and have snug, elastic-fitting legs and waistbands are best. It's essential to monitor your children and remove them from the water should their clothing become soiled.

TOPIC B.3

SAFE SWIM AREA

Explain the characteristics of a safe swim area:

- Properly trained lifeguards on duty who are alert and not distracted
- Functional rescue equipment and a phone close by in case 911 needs to be called
- Rules that are enforced uniformly, whether posted on walls, pool schedules, or entry tickets, or not posted
- Safe, functional drain covers that are dome-shaped and have small openings and a large surface area, as opposed to drain covers that are flat; have large openings; or are damaged, loose, or missing

TOPIC B.4

LIFE JACKETS

Explain the importance of wearing life jackets and how to fit them properly:

A traditional life jacket is often bright orange and built to flip a child onto his or her back during an emergency situation. Life vests or Jet Ski life jackets allow more unrestricted motion and are good for children who are comfortable swimming in the water independently, with supervision. Life jackets should fit snugly and not allow the child's chin or ears to slip through. The Y recommends using only life jackets that are Coast Guard approved. If on a boat, the Y recommends that, for every nonswimmer, there be at least one swimmer on board.

TOPIC B.5

REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save someone who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to the person and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help the person float, such as a pool noodle.

Have parents and children practice a reaching assist and a throwing assist using various objects. Make sure parents stay low to the ground and keep themselves safe.

TOPIC B.6

HYPOTHERMIA

Explain what hypothermia is:

Hypothermia is when a person's body temperature becomes dangerously low, usually because of prolonged exposure to cold temperatures.

Describe the signs of hypothermia:

Blue lips, shivering, slurred speech or mumbling, clumsiness

Explain how to prevent hypothermia:

- Cover all exposed areas of skin.
- Keep moving in freezing temperatures, no matter how tired you are.

TOPIC B.7

CHOKING

Explain what to do if an infant is choking:

- **Assess.** If infant is silent; unable to cry; or has blue lips, nails, or skin, have someone else call 911 while you begin care.
- **Give five back blows and chest thrusts.** Lay infant facedown, straddling your forearm, with the child's head tilted lower than his or her chest. Support infant's head by holding the jaw. Using heel of hand, give five back blows between shoulder blades. Flip infant over. Place two fingers on infant's breastbone, just below nipple line, and give five chest thrusts. Repeat until airway is clear.

TOPIC B.8

BEACHES

Explain how to stay safe at the beach:

- Be sure your children play in water near the lifeguard and in areas marked for swimmers to use.
- Be aware of underwater conditions, such as weeds and marine life.
- Watch for safety postings—flags may indicate a rip current, other dangerous currents, severe weather, or unsafe conditions.
- Supervise your children closely, even if a lifeguard is present.
- Bring a cell phone and make sure you have reception in case you need to call 911.
- Don't allow your child to go into the water alone. Small children should always be within arm's reach of an adult.

Skill & Topic Library

1 / WATER ACCLIMATION

Teaching This Stage

This stage increases students' comfort with underwater exploration and introduces basic self-rescue skills performed with assistance. As you work with students at this stage, focus on the following important milestones:

- Exploring the aquatic environment and personal skills with instructor help
- Developing basic skills to propel and glide through the water with instructor help
- Learning basic aquatic safety and accepting some of the responsibility for safe practices

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

WATER ADJUSTMENT

Follow the Leader

Choose one student to be the leader. Ask him or her to stand facing away from the other students. Ask the other students to line up single file, facing the leader. The leader performs a water safety skill that the others must repeat. Have students take turns leading and following.

Head & Shoulders

Have students sit on the stairs in shallow water. As a group, sing the following lyrics and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange students in a circle and do the "Hokey Pokey." Encourage students to get wet and move independently in the water.

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

As a group, sing the following:

If you're happy and you know it, clap (splash) your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your life will surely show it,
If you're happy and you know it, clap your hands.

Variations:
If you're happy and you know it, nod your head, etc.
If you're happy and you know it, kick your feet, etc.
If you're happy and you know it, pat your tummy, etc.

Ring Around the Rosie

Have students hold hands in a circle and sing the following:

Ring around the rosie,
Pockets full of posies,
Splashes, splashes,
We all fall down.

Students blow bubbles or duck their heads under the water, depending on their skill level.

Wheels on the Bus

Have students form a circle and sing the following:

The wheels on the bus go round and round,
Round and round, round and round. The wheels on the bus go round and round, all through the town.
Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.
Move body back and forth.

Third verse: The windows on the bus go up and down.
Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.
Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.
Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."
Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.
Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.
Wave good-bye.

Skill / Submerge

PREREQUISITE



1 Blow bubbles, on surface, assisted

On the surface of the water, parent holds child facing toward or away from him or her and demonstrates how to blow bubbles, cuing "One, two, three, blow bubbles."

Note: Young children may submerge mouths and suck water in rather than blow. Do not let children drink pool water because it can lead to upset stomachs and accidents in the pool.

2 Blow bubbles, mouth & nose submerged, assisted

If a child is happy putting his or her face in the water, parent holds child facing away and cues child to submerge face. Parent gently scoops child forward so water runs over child's face, not up child's nose.

STAGE PROGRESSION



1 Blow bubbles

Blow bubbles with nose and mouth. If hesitant, start with blowing on the surface of the water. Build to submerging mouth and nose while exhaling. Hum, if needed, to practice skill.

2 Get head & face wet

Submerge face or instructor pours water over head.

3 Submerge head

Submerge entire head underwater. If hesitant, start with putting mouth and nose underwater, then eyes, ears, and, finally, top of head.

4 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

ADVANCED



1 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

2 Submerge, 3 secs., exhale, surface, inhale

Same as progression 1, but submerge for 3 secs.

3 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

P Preschool
S School Age
A Teen & Adult

Activities

Dig for a Bone P S

Have students pretend to be a dog digging for a bone in the water. See how far each student can go toward the bottom of the pool.

Getting Wet P S A

Have students explore pouring water over their faces with watering cans or buckets.

Hoop Swim P S A

Have students paddle or swim through a submerged hoop. If no hoop is available, have them swim to a floating mat (magic carpet).

Magic Soap P

To encourage students to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Making Muffins P S

Tell students they are going to make bran muffins. Have them imitate the following motions:

- Soften the butter. (Pound water with fists.)
- Pour the honey. (Splash water toward the middle.)
- Crack the egg. (Chop water with a karate chop.)
- Measure the wheat bran. (Clap hands together in water.)
- Add the raisins. (Splash water in the air.)
- Mix everything together. (Stir water.)
- Put it in a muffin pan. (Splash water over the shoulder.)
- Put it in the oven. (Shove water with both hands.)
- Watch the muffins bake. (Submerge face and open eyes.)
- Take them out of the oven. (Pull water backward with hands.)
- Eat the muffins. (Bring water to face with cupped hands.)

Peekaboo P

Place a toy on the wall. Have students bob their heads in and out of the water, saying "Peekaboo" as they bob out of the water and see the toy.

Practice on Land P S A

Have students practice holding their breath on land, then practice in the water.

Straws & Bubble Pipes P

Have students use drinking straws or bubble wands to practice blowing air into the water. Then have them blow at the water's surface without straws or wands.

Variation: Have students use large plastic whistles to blow underwater. Have them blow a ball across the water. Ask them to blow out birthday candles.

Talk to the Fish P S

Ask students if they have ever talked to a fish underwater and what it would be like if they tried. Have every student go underwater and pretend to talk to a fish.

Variation: Have students hum with their faces submerged.

Target Submerge P S A

Have students look at targets, toys, or objects at the bottom of the pool as they submerge.

Treasure Dive P S A

Throw dive rings or other objects to the bottom of the pool. Tell students to go to the bottom, pick up the objects, and bring them back to the surface.

Underwater Band P S

Have students pick an instrument. On your count, have each student go underwater to play his or her instrument.

Yard Sale S A

Spread a variety of sinking toys on the bottom of the pool. Split students into two teams. Have them line up on opposite sides of the pool. On your signal, have students gather as many toys as they can. The team that brings more toys back to its side of the pool wins.

Variation: Include both floating and sinking toys.

Skill / Front Glide

PREREQUISITE



1 Front tow, chin in water, assisted

Parent holds child as child glides on front. Parent cues child to kick and gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front tow, blow bubbles, assisted

Same as progression 1, but child blows bubbles.

STAGE PROGRESSION



1 Front walk to wall, face submerged

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Front glide, assisted, holding wall

Hold onto wall, move into front glide by lifting feet off bottom, submerge face.

3 Front glide, assisted, to wall, one arm's length, feet on bottom

Stand one arm's length from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), feet remain on bottom. Move toward wall and grab it with both hands.

4 Front glide, assisted, to wall, 5 ft.

Same as progression 3, but with both feet off bottom. Build to 5 ft. from wall.

ADVANCED



1 Front glide, assisted, to wall, 5 ft.

See 2 / Water Movement.

2 Front glide, to wall, three arms' lengths, touch wall with fingertips

See 2 / Water Movement.

3 Front glide, to object near wall

See 2 / Water Movement.

4 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their fronts. Tell them to yell "Three, two, one, blastoff!" as they push off the wall in a streamlined position.

Count the Kicks P S A

Have students swim in a streamlined position on their fronts and perform a certain number of kicks or kick for a certain amount of time, for example, "Can you kick your legs 10 times before you touch the side?"

Fish Fins S A

Have students perform kicking drills on their fronts with or without a flotation device or wearing fins to improve kick mechanics and feel. Fins force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action. Ask them to focus on body roll and side breathing with their kick.

Flotation P S A

Use flotation devices to help students achieve a streamlined body position on front. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Flotation Glide With Float Belt P S A

Use float belts to help students achieve a streamlined body position on the front and side. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Noodle Glide P S A

Have students extend one arm along a pool noodle and balance in a side-glide position. Have students practice various kicks to reinforce forward movement.

Noodle Roll P S A

Have students extend one arm along a pool noodle and balance in a side-glide position. Rotate the pool noodles to help students roll from side glide to front. Repeat. Ask students to maintain a streamlined position throughout.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their fronts with their heads submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their fronts using the wall or a kickboard.

Target Glide P S A

Place an object like a sinking toy on the bottom of the pool. As students perform a front glide, have them keep their heads down and look at the target.

Toy Glide P S

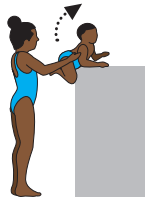
Have students glide in a streamlined position on their fronts toward a ball or toy tossed into the water.

Tube Pull P S A

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward through the water on their fronts or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Water Exit

PREREQUISITE



1 Water exit, parent lifts child

Parent lifts child out of water and onto pool deck.

2 Water exit, parent & child together

Parent and child walk or climb out of pool together using stairs, side, or zero-depth area. Parent can hold child as they exit.

3 Water exit, independently, using ladder, side, or stairs

Child climbs out of pool independently using ladder, side, or stairs.

4 Water exit, assisted

Parent cues "Elbow, elbow, tummy, knee" for child to climb out of water. Parent assists as needed.

STAGE PROGRESSION



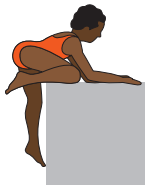
1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

ADVANCED



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

P Preschool
S School Age
A Teen & Adult

Activities

Chop, Chop, Timber P S

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Raisins P S

Have students stand on the pool deck. Tell them they are grapes and that you are going to turn them into raisins. Have them jump into the pool one at a time to rinse themselves off. Encourage them to fully submerge to wash themselves completely. Then tell the students they need to dry out in the sun to become raisins. Ask them to exit the pool and sit on the pool deck to dry themselves out. After a few seconds, tell students they now need to jump into the box. One more time, have students jump into the pool one at a time and then exit.

Treasure Chest P S

Ask students to pretend they are pirates raiding a treasure chest (a pile of toys on the pool deck). Have students begin in the water, climb out to grab a toy, slide into the water with that toy, and put it in a pile on a floating kickboard.

Wake-Up Shark P S

Have students stand with their backs against the wall. Pretend you are a fish or a shark. Ask students what time they want the shark to wake up. If they say eleven o'clock, submerge and count to 11 while the students try to climb out of the pool before the shark "gets" them.

Water Color P S

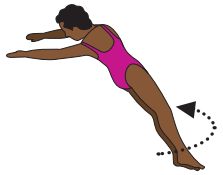
Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Jump, Push, Turn, Grab

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



Jump, push, turn, grab is a benchmark skill consisting of the following progressions:

1 Jump & grab wall, assisted

Stand on edge of pool, jump in, and submerge while holding instructor's hand, grab wall, and climb out.

2 Jump, push off bottom, grab wall, assisted

Stand on edge of pool, jump in, submerge, and push off bottom while holding instructor's hand. Grab wall and climb out.

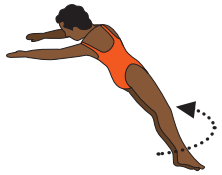
3 Jump, push, turn, assisted by guiding wrist, grab wall

Stand on edge of pool, jump in, submerge, and push off bottom. Instructor assists by turning toward wall with wrist. Grab wall and climb out.

4 Jump, push, turn, grab, assisted

Same as progression 3, but instructor assists to wall.

ADVANCED



1 Jump, push, turn, grab, assisted

Stand on edge of pool, jump in, and submerge while holding instructor's hand.

2 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, and push off bottom while turning toward wall. Grab wall with both hands and exit.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Favorite Animal P S

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., "Who likes tigers?"). Students jump into the pool when they hear the name of their favorite animal and then return to the wall.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack Be Nimble P S

Have students sit or stand on the edge of the pool. Hold a pool noodle out in front of each student, keeping it low enough to jump over safely. Have students recite the following:

Jack be nimble, Jack be quick.
Jack jump over the candlestick.

As students say the last line, they jump over the pool noodle into the pool.

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Walk, Turn, Walk, Grab P S A

Have students stand in shallow water. Instruct them to walk away from the wall a few feet, turn around, and walk back to the wall without assistance. If the water is too deep for students to touch, have them practice the skill with flotation devices.

Water Color P S

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Back Float

PREREQUISITE



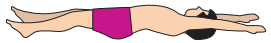
1 Back float, assisted, head on shoulder

Parent holds child's head to his or her shoulder with their cheeks touching as child floats on back. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Back float, assisted, head on chest

Same as progression 1, but parent holds child's head to his or her chest with child's ears in the water.

STAGE PROGRESSION



1 Standing, head back, assisted

Stand facing wall, tilt head back, walk 5 ft. forward.

2 Standing, head back, on one foot, assisted

Same as progression 1, on one foot.

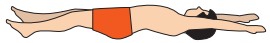
3 Back float, assisted, 10 secs.

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Use flotation device as needed. Instructor may stand by head to assist. Instructor assists back to a vertical position.

4 Back float, assisted, 10 secs., recover independently

Same as progression 3. Build to 10 secs., recover independently.

ADVANCED



1 Back float, assisted, 10 secs., recover independently

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Instructor may stand by head to assist or use flotation device as needed. Recover independently.

2 Back float, 20 secs. (10 secs. preschool)

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

Animal Float P S

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a back float with arms and legs as far out as possible, a puffer fish is a back float with tummy as big as possible, and a barracuda is a back glide in a streamlined position with legs and arms taut.

Lily Pads P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are lily pads holding a frog. Encourage them to help their frog get to another lily pad by keeping the boards on their tummies and working on kicking.

Noodle Wrestle P S A

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Sunglasses Swim P S

Have students float on their backs and put on funny sunglasses. Encourage students to keep the sunglasses dry as they float. Remind them that sunglasses help keep sunlight out of their eyes in outdoor pools.

Target Float P S A

Have students focus on a spot on the ceiling as they do the back float. Have them keep their heads back and look at the target.

Toy Toss P S

Sit down with students on the pool deck. Hand them each a toy. Take the toys back and hold them up, one at a time, asking who had each toy so that there will be no confusion later when they retrieve their toys from the water. Have students close their eyes, then throw the toys a reasonable distance into the water. Ask students to front glide to their toys. Once they retrieve their toys, have them turn onto their backs and float with their toys on their tummies. Throw the toys only 10 to 20 feet so that students have to turn over sooner.

Tummy Ride P S

Lightly support students under their shoulder blades as they do the back float. Have them put their tummies up and their heads back. Place a small toy on their stomachs and have them take it for a "ride."

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their backs. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number selected. Exclaim "Wake up!" and gently lift students into a vertical position out of the water.

Watermelon Tummy P S

Give each student a pretend watermelon seed. Tell him or her to pretend to swallow it. Ask students to imagine the watermelon growing bigger in their stomachs. As the imaginary watermelon grows bigger, students have to arch their backs to stick out their stomachs. As they do, their heads naturally go back and they assume a floating position.

Wave to the Fishies P S

Have students kick to the other end of the pool in a back-float position and pretend there are fishies at the bottom of the pool. (Name the fish after the students, if you wish.) Tell them to wave to the fishies with their hands at their hips and their palms facing toward the bottom. You may have to move their hands for them the first time.

Skill / Roll

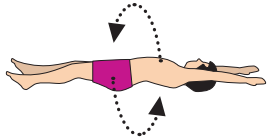
PREREQUISITE



1 Roll, assisted, back to front & front to back

Parent holds child as child kicks on front. Parent cues "One, two, three, roll" and rolls child onto the back. After a few seconds floating on back, parent cues again and rolls child back onto the front. Encourage child to blow bubbles or submerge chin when on front.

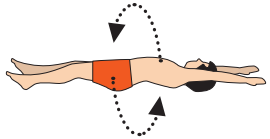
STAGE PROGRESSION



1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

ADVANCED



1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

2 Roll, back to front & front to back

Same as progression 1, but without assistance.

Activities

P Preschool
S School Age
A Teen & Adult

Alligator Roll P S A

Have students begin on their backs holding a pool noodle. One at a time, hold students lightly at the shoulder. Lift one shoulder up and press the other shoulder down to initiate the roll. Assist students in rolling from back to front and front to back.

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Flip-Flop P S A

Face students. Ask them to float on their fronts and kick to move forward toward you, using a pool noodle if needed. When you call "Flip-flop," students flip from their fronts to their backs. When you call "Flip-flop" again, they flip from their backs to their fronts. Repeat several times.

Hula-Hoop Roll P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a back float and then roll onto their fronts to swim through the hoop.

I'm a Little Pancake P

Have students float on their backs as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, students roll to the front.

Log Roll P S A

Have students begin in a front-float position with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting. See how many continuous rolls they can perform before getting dizzy.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Noodle Wrestle P S A

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Superhero Rest P S

Have students float on their fronts, pretending to be superheroes. When you say "Rest," they roll onto their backs and rest. Repeat.

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently roll students onto their backs. Repeat with students beginning on their backs and rolling to their fronts.

Skill / Front Float

PREREQUISITE



1 Front float, chin in water, assisted

Parent holds child as child floats on front. Parent submerges to the shoulders and maintains eye contact for best holding position. Parent gently dips child's chin in water. Encourage parent to hold child in various ways and let water support child as much as possible.

2 Front float, blow bubbles, assisted

Same as progression 1, but child may face away from parent and blow bubbles.

STAGE PROGRESSION



1 Standing, face submerged, assisted

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Standing, face submerged, on one foot, assisted

Same as progression 1, on one foot.

3 Front float, assisted, 10 secs.

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed.

4 Front float, assisted, 10 secs., recover independently

Same as progression 3, regain a vertical position independently.

ADVANCED



1 Front float, assisted, 10 secs., recover independently

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed. Regain a vertical position independently.

2 Front float, 20 secs. (10 secs. preschool)

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

Animal Float P S

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a front float with arms and legs as far out as possible, a puffer fish is a front float with tummy as big as possible, and a barracuda is a front glide in a streamlined position with legs and arms taut.

Be Like P S

Ask students to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish P

Have students pretend to be fish. Ask them to float toward you on their fronts with their faces in the water and try to bump you in the tummy with their heads as they reach you.

Float & Stand P S A

Have students line up along the wall in waist- to chest-deep water. One at a time, have students push off from the bottom or the wall and front float for as long as they can. When they get tired, cue them to pull their knees up and stand.

Instructor note: Watch students. Do not let them hold their breath for an extended period of time or float too far.

How Many Seconds? P S A

Ask students to keep both feet off of the bottom and front float for one second, then two seconds, then three seconds, etc. See how long students can go. Limit participants to a single inhalation when asking them to hold their breath and submerge.

Variation: See how long students can float in the water compared to other students or between trials. Students can also add a leg kick and arm motions.

How Many Ways? P S A

Ask students how many ways they can get their feet off the bottom and float on their fronts (e.g., jump up and lift feet off the bottom momentarily, lift one foot, hold onto the side, hold onto the instructor, put face in the water, use a flotation device).

Starfish P S

In chest-deep water, ask students to pretend to be starfish that cannot move without sinking. With your help, have them float on their fronts as motionless as possible.

Variation: This could also be a tag game in which one student "catches" any starfish that is not floating. Students can use flotation devices or a partner to assist with flotation.

Target Float P S A

Place an object like a sinking toy on the bottom of the pool. As students do front floats, have them keep their heads down and look at the target.

Teeter-Totter P S

In chest-deep water, have students choose partners and face each other holding hands or grasping each other's wrists. One partner tows the other in a front-float position. The partner being towed practices breathing to the side. As that partner returns to the surface for a breath and stands, the other partner goes underwater, exhales, and practices the front float. The action looks like that of a teeter-totter.

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently lift the student into a vertical position out of the water.

Skill / Back Glide

PREREQUISITE



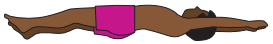
1 Back tow, assisted, head on shoulder

Parent holds child's head to his or her shoulder, with child's weight supported by water's buoyancy. Parent cues child to push tummy to the sky. If needed, parent can place one hand on child's forehead to gently keep child's head on parent's shoulder. Parent can control depth of child's head in the water.

2 Back tow, assisted, head on chest

Parent gently holds relaxed child at the skull or base of the skull and drags child through the water. Child is entirely supported by the water; parent only minimally supports child's head. Child has ears in water.

STAGE PROGRESSION



1 Back walk, head back, away from wall, assisted

Facing wall, tilt head back, drop shoulders, push chest up, walk toward instructor, who is 5 ft. away.

2 Back glide, assisted, at wall, on one foot

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting one foot off bottom. Glide backward for 5 ft.

3 Back glide, assisted, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

ADVANCED



1 Back glide, assisted, at wall, 5 ft.

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting both feet off bottom. Glide backward for 5 ft.

2 Back glide, at wall, on one foot

Same as progression 1, but on one foot and unassisted.

3 Back glide, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

4 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their backs. Tell them to yell "Three, two, one, blastoff!" as they push off the wall.

Be Like P S

Ask students to pretend to be like the following as they glide on their backs:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Fish Fins S A

Have students perform kicking drills on their backs with or without a flotation device or wearing fins to improve kick mechanics and feel. Have students practice kicks with flippers. Flippers force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action.

Flotation P S A

Use flotation devices to help students achieve a streamlined body position on back. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hula-Hoop Glide P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. Have them push off from the bottom or the wall and do a back glide for as long as they can, going through the hoop on their backs.

Noodle Glide P S A

Have students lie on their backs holding pool noodles to their chests and maintaining balance. Have students practice various kicks to reinforce movement.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their backs with heads back and ears submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their backs using the wall or a kickboard.

Target Glide P S A

Have students focus on a spot on the ceiling as they do the back glide. Have them keep their heads back and look at the target.

Toy Rescue Swim S

One at a time, have students put a toy on a kickboard and then glide on their backs to the other side of the pool with the kickboard balanced on their stomachs. Students try to get to the other side without the toy falling off the kickboard or letting the kickboard drift away from their bodies.

Variation: Have other students do one of two things, depending on skill level: (1) be boulders in the water, fixed in place but able to block the swimmer from his or her goal or (2) create a current or rapids by waving kickboards underwater or just at the surface to make it difficult for the swimmer to get by without dropping the toy.

Tube Pull P S A

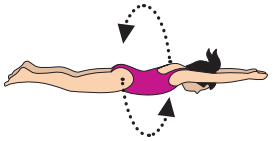
Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward on their backs through the water. Have them reach and feel for a straight extended-body position.

Skill / Swim, Float, Swim

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION

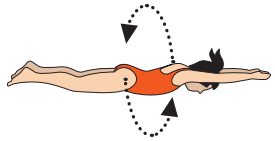


Swim, float, swim is a benchmark skill sequencing front glide, roll, back float, roll, front glide, and exit.

1 **Swim, float, swim, assisted, 10 ft.**

Combine front glide, roll, back float, roll, front glide, and exit into a sequence.

ADVANCED



1 **Swim, float, swim, 5 yd.**

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 5 yd.

Activities

P Preschool
S School Age
A Teen & Adult

Alligator Swim P S A

Have each student hold a pool noodle lengthwise and swim on front. When students need to rest, they can roll onto their backs and let the pool noodle help them float. Repeat.

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Flip-Flop P S A

Face students. Ask them to float on their fronts and kick to move forward toward you, using a pool noodle if needed. When you call "Flip-flop," students flip from their fronts to their backs. When you call "Flip-flop" again, they flip from their backs to their fronts. Repeat several times.

Hula-Hoop Swim P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a front glide and go through the hoop, then roll to their backs to rest. When they are ready, have them roll onto their fronts and swim through the hoop again.

Log Roll P S A

Have students begin swimming on front with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting, then rolling back onto their fronts to continue swimming. See how many combination rolls they can perform in the distance you ask them to swim.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Paddle Push P S

Divide students into teams and have the teams form lines on the side of the pool. Give the first person in each line a ball and tell them to paddle across the pool (or other appropriate distance), pushing the ball with their chins. When they get to the other side, tell them to turn and throw the ball back to the next person in line, who will then jump into the water and push the ball across again. Repeat until all team members are on the other side of the pool. The first team to get all players to the other side wins.

Partner Swim, Float, Swim P S

Have students find a partner and try to move together, rest together, and move together again. Students can use flotation devices.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Scenarios P S A

Have students imagine themselves in different scenarios. For example, they could pretend to be polar bears swimming to an iceberg.

Superhero Rest P S

Have students float on their fronts, pretending to be superheroes. When you say "Rest," they roll onto their backs and rest. Repeat.

Twenty Ways P S A

Ask students to demonstrate as many ways of moving through the water on their fronts as possible. When they get tired, have them roll onto their backs and float.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 1.1

BUILDING RELATIONSHIPS

To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

TOPIC 1.2

THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

TOPIC 1.3

LIFEGUARDS

Ask students to explain the lifeguard's job in the pool area:

- Watches the pool to make sure everyone is safe while they are swimming
- Makes sure everyone follows the rules and maintains a safe environment

Discuss when students should go to a lifeguard:

- If they are hurt
- If they can't find their parent or another family member
- If they have a question
- If they are being bullied

TOPIC 1.4

BENCHMARK SKILLS

Describe the two skills students can use to get to the side of the pool if they are in trouble and why each of them is important:

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

TOPIC 1.5

SUPERVISION

Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

TOPIC 1.6

REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save a friend who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help your friend float, such as a pool noodle.

Have students practice a reaching assist and a throwing assist using various objects. Make sure they stay low to the ground and keep themselves safe.

TOPIC 1.7

LIFE JACKETS

Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 1.8

SAFE SWIM AREA

Discuss what could be dangerous in the pool:

- Broken glass
- Cloudy water
- Diving in shallow water
- Swimming without an adult present
- Pool drains

Remind students never to approach water without an adult present and to look before they leap.

Skill & Topic Library

2 / WATER MOVEMENT

Teaching This Stage

In this stage, students focus on forward movement in water and basic self-rescue skills performed independently. As you work with students at this stage, focus on the following important milestones:

- Exploring the aquatic environment and personal skills without instructor help
- Developing basic skills to propel and glide through the water without instructor help
- Learning basic aquatic and boating safety and accepting some of the responsibility for safe practices

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

WATER ADJUSTMENT

Follow the Leader

Choose one student to be the leader. Ask him or her to stand facing away from the other students. Ask the other students to line up single file, facing the leader. The leader performs a water safety skill that the others must repeat. Have students take turns leading and following.

Head & Shoulders

Have students sit on the stairs in shallow water. As a group, sing the following lyrics and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange students in a circle and do the "Hokey Pokey." Encourage students to get wet and move independently in the water.

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

As a group, sing the following:

If you're happy and you know it, clap (splash) your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your life will surely show it,
If you're happy and you know it, clap your hands.

Variations:
If you're happy and you know it, nod your head, etc.
If you're happy and you know it, kick your feet, etc.
If you're happy and you know it, pat your tummy, etc.

Ring Around the Rosie

Have students hold hands in a circle and sing the following:

Ring around the rosie,
Pockets full of posies,
Splashes, splashes,
We all fall down.

Students blow bubbles or duck their heads under the water, depending on their skill level.

Wheels on the Bus

Have students form a circle and sing the following:

The wheels on the bus go round and round,
Round and round, round and round. The wheels on the bus go round and round, all through the town.
Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.
Move body back and forth.

Third verse: The windows on the bus go up and down.
Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.
Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.
Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."
Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.
Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.
Wave good-bye.

Skill / Submerge

PREREQUISITE



1 Blow bubbles

Blow bubbles with nose and mouth. If hesitant, start with blowing on the surface of the water. Build to submerging mouth and nose while exhaling. Hum, if needed, to practice skill.

2 Get head & face wet

Submerge face or instructor pours water over head.

3 Submerge head

Submerge entire head underwater. If hesitant, start with putting mouth and nose underwater, then eyes, ears, and, finally, top of head.

4 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

STAGE PROGRESSION



1 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

2 Submerge, 3 secs., exhale, surface, inhale

Same as progression 1, but submerge for 3 secs.

3 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

ADVANCED



1 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

2 Submerge, retrieve object in chest-deep water

Instructor holds object below surface. Submerge face, open eyes, and retrieve object.

Activities

P Preschool
S School Age
A Teen & Adult

Dig for a Bone P S

Have students pretend to be a dog digging for a bone in the water. See how far each student can go toward the bottom of the pool.

Firefighter Pole P S A

Hold a pole in the water so it touches the bottom of the pool. Have one student at a time hold onto the pole and climb down, hand over hand, to the bottom.

Variation: Put a toy at the bottom of the pool. Ask students to bring it back to the surface with them.

Hoop Swim P S A

Have students paddle or swim through a submerged hoop. If no hoop is available, have them swim to a floating mat (magic carpet).

London Bridge P

In shallow water, where students can stand, use a pool noodle to make a bridge. Raise and lower the bridge. Encourage students to submerge to the bottom as they go under the bridge.

Magic Soap P

To encourage students to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Making Muffins P S

Tell students they are going to make bran muffins. Have them imitate the following motions:

- Soften the butter. (Pound water with fists.)
- Pour the honey. (Splash water toward the middle.)
- Crack the egg. (Chop water with a karate chop.)
- Measure the wheat bran. (Clap hands together in water.)
- Add the raisins. (Splash water in the air.)
- Mix everything together. (Stir water.)
- Put it in a muffin pan. (Splash water over the shoulder.)
- Put it in the oven. (Shove water with both hands.)
- Watch the muffins bake. (Submerge face and open eyes.)
- Take them out of the oven. (Pull water backward with hands.)
- Eat the muffins. (Bring water to face with cupped hands.)

Practice on Land P S A

Have students practice holding their breath on land, then practice in the water.

Talk to the Fish P S A

Ask students if they have ever talked to a fish underwater and what it would be like if they tried. Have every student go underwater and pretend to talk to a fish.

Variation: Have students hum with their faces submerged.

Target Submerge P S A

Have students look at targets, toys, or objects at the bottom of the pool as they submerge.

Tea Party P S A

Have students sit on the bottom and pretend to have a tea party.

Treasure Dive P S A

Throw dive rings or other objects to the bottom of the pool. Tell students to go to the bottom, pick up the objects, and bring them back to the surface.

Underwater Band P S

Have students pick an instrument. On your count, have each student go underwater to play his or her instrument.

Yard Sale S A

Spread a variety of sinking toys on the bottom of the pool. Split students into two teams. Have them line up on opposite sides of the pool. On your signal, have students gather as many toys as they can. The team that brings more toys back to its side of the pool wins.

Variation: Include both floating and sinking toys.

Skill / Front Glide

PREREQUISITE



1 Front walk to wall, face submerged

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Front glide, assisted, holding wall

Hold onto wall, move into front glide by lifting feet off bottom, submerge face.

3 Front glide, assisted, to wall, one arm's length, feet on bottom

Stand one arm's length from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), feet remain on bottom. Move toward wall and grab it with both hands.

4 Front glide, assisted, to wall, 5 ft.

Same as progression 3, but with both feet off bottom. Build to 5 ft. from wall.

STAGE PROGRESSION



1 Front glide, assisted, to wall, 5 ft.

Stand 5 ft. from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), both feet off bottom. Move toward wall and grab it with both hands.

2 Front glide, to wall, three arms' lengths, touch wall with fingertips

Same as progression 1, but without assistance. Build to three arms' lengths and touch with fingertips instead of grabbing with hands.

3 Front glide, to object near wall

Same as progression 2, but grab object (pool noodle) placed near wall with both hands. Build to 10 ft. (5 ft. preschool).

4 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

ADVANCED



1 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

2 Front glide, roll to side glide

Same as progression 1, but roll into side glide to breathe.

3 Front glide, with kick, roll to side glide

Same as progression 2, but with any kick.

4 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their fronts. Tell them to yell "Three, two, one, blastoff!" as they push off the wall in a streamlined position.

Count the Kicks P S A

Have students swim in a streamlined position on their fronts and perform a certain number of kicks or kick for a certain amount of time, for example, "Can you kick your legs 10 times before you touch the side?"

Fish Fins S A

Have students perform kicking drills on their fronts with or without a flotation device or wearing fins to improve kick mechanics and feel. Fins force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action. Ask them to focus on body roll and side breathing with their kick.

Flotation P S A

Use flotation devices to help students achieve a streamlined body position on front. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Flotation Glide With Float Belt P S A

Use float belts to help students achieve a streamlined body position on the front and side. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft P S A

Have students kick on front with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly.

Noodle Glide P S A

Have students extend one arm along a pool noodle and balance in a side-glide position. Have students practice various kicks to reinforce forward movement.

Noodle Roll P S A

Have students extend one arm along a pool noodle and balance in a side-glide position. Rotate the pool noodles to help students roll from side glide to front. Repeat. Ask students to maintain a streamlined position throughout.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their fronts with their heads submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Side Glide, Three Pulls, Side Glide P S A

Have students push off the wall in a side glide, do three strong arm pulls, and roll on front. Repeat on the other side.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their fronts using the wall or a kickboard.

Target Glide P S A

Place an object like a sinking toy on the bottom of the pool. As students perform a front glide, have them keep their heads down and look at the target.

Toy Glide P S

Have students glide in a streamlined position on their fronts toward a ball or toy tossed into the water.

Tube Pull P S A

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward through the water on their fronts or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Water Exit

PREREQUISITE



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

STAGE PROGRESSION



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

ADVANCED



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Raisins P S

Have students stand on the pool deck. Tell them they are grapes and that you are going to turn them into raisins. Have them jump into the pool one at a time to rinse themselves off. Encourage them to fully submerge to wash themselves completely. Then tell the students they need to dry out in the sun to become raisins. Ask them to exit the pool and sit on the pool deck to dry themselves out. After a few seconds, tell students they now need to jump into the box. One more time, have students jump into the pool one at a time and then exit.

Treasure Chest P S

Ask students to pretend they are pirates raiding a treasure chest (a pile of toys on the pool deck). Have students begin in the water, climb out to grab a toy, slide into the water with that toy, and put it in a pile on a floating kickboard.

Wake-Up Shark P S

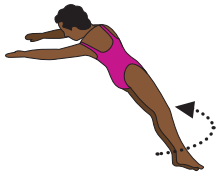
Have students stand with their backs against the wall. Pretend you are a fish or a shark. Ask students what time they want the shark to wake up. If they say eleven o'clock, submerge and count to 11 while the students try to climb out of the pool before the shark "gets" them.

Water Color P S

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Jump, Push, Turn, Grab

PREREQUISITE



1 Jump & grab wall, assisted

See 1 / Water Acclimation.

2 Jump, push off bottom, grab wall, assisted

See 1 / Water Acclimation.

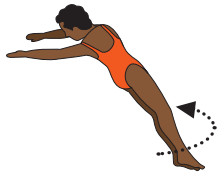
3 Jump, push, turn, assisted by guiding wrist, grab wall

Stand on edge of pool, jump in, submerge, and push off bottom. Instructor assists by turning toward wall with wrist. Grab wall and climb out.

4 Jump, push, turn, grab, assisted

Same as progression 3, but instructor assists to wall.

STAGE PROGRESSION



Jump, push, turn, grab is a benchmark skill consisting of the following progressions:

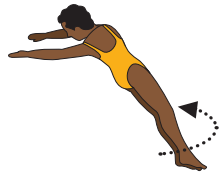
1 Jump, push, turn, grab, assisted

Stand on edge of pool, jump in, and submerge while holding instructor's hand.

2 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, and push off bottom while turning toward wall. Grab wall with both hands and exit.

ADVANCED



1 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, push off bottom of pool, reach for wall, and exit.

2 Jump, turn, grab, in deep water

Same as progression 1, but in water that is overhead.

3 Jump, swim, turn, swim, grab, 10 yd.

In deep water, jump in, surface, swim on front for 10 yd., turn, swim back to wall, and exit.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Favorite Animal P S

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., "Who likes tigers?"). Students jump into the pool when they hear the name of their favorite animal and then return to the wall.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack Be Nimble P S

Have students sit or stand on the edge of the pool. Hold a pool noodle out in front of each student, keeping it low enough to jump over safely. Have students recite the following:

Jack be nimble, Jack be quick.
Jack jump over the candlestick.

As students say the last line, they jump over the pool noodle into the pool.

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Walk, Turn, Walk, Grab P S A

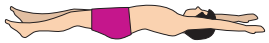
Have students stand in shallow water. Instruct them to walk away from the wall a few feet, turn around, and walk back to the wall without assistance. If the water is too deep for students to touch, have them practice the skill with flotation devices.

Water Color P S

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Back Float

PREREQUISITE



1 Standing, head back, assisted

See 1 / Water Acclimation.

2 Standing, head back, on one foot, assisted

See 1 / Water Acclimation.

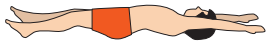
3 Back float, assisted, 10 secs.

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Use flotation device as needed. Instructor may stand by head to assist. Instructor assists back to a vertical position.

4 Back float, assisted, 10 secs., recover independently

Same as progression 3. Build to 10 secs., recover independently.

STAGE PROGRESSION



1 Back float, assisted, 10 secs., recover independently

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Instructor may stand by head to assist or use flotation device as needed. Recover independently.

2 Back float, 20 secs. (10 secs. preschool)

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

ADVANCED

☒ **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

Animal Float P S

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a back float with arms and legs as far out as possible, a puffer fish is a back float with tummy as big as possible, and a barracuda is a back glide in a streamlined position with legs and arms taut.

Lily Pads P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are lily pads holding a frog. Encourage them to help their frog get to another lily pad by keeping the boards on their tummies and working on kicking.

Noodle Wrestle P S A

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Rainbow Belly P S

Ask students to imagine they have rainbow bellies. Students arch their backs to stick out their stomachs.

Sunglasses Swim P S

Have students float on their backs and put on funny sunglasses. Encourage students to keep the sunglasses dry as they float. Remind them that sunglasses help keep sunlight out of their eyes in outdoor pools.

Target Float P S A

Have students focus on a spot on the ceiling as they do the back float. Have them keep their heads back and look at the target.

Toy Toss P S

Sit down with students on the pool deck. Hand them each a toy. Take the toys back and hold them up, one at a time, asking who had each toy so that there will be no confusion later when they retrieve their toys from the water. Have students close their eyes, then throw the toys a reasonable distance into the water. Ask students to front glide to their toys. Once they retrieve their toys, have them turn onto their backs and float with their toys on their tummies. Throw the toys only 10 to 20 feet so that students have to turn over sooner.

Tummy Ride P S

Lightly support students under their shoulder blades as they do the back float. Have them put their tummies up and their heads back. Place a small toy on their stomachs and have them take it for a "ride."

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their backs. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number selected. Exclaim "Wake up!" and gently lift students into a vertical position out of the water.

Watermelon Tummy P S

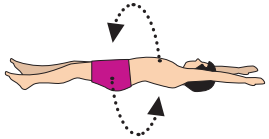
Give each student a pretend watermelon seed. Tell him or her to pretend to swallow it. Ask students to imagine the watermelon growing bigger in their stomachs. As the imaginary watermelon grows bigger, students have to arch their backs to stick out their stomachs. As they do, their heads naturally go back and they assume a floating position.

Wave to the Fishies P S

Have students kick to the other end of the pool in a back-float position and pretend there are fishies at the bottom of the pool. (Name the fish after the students, if you wish.) Tell them to wave to the fishies with their hands at their hips and their palms facing toward the bottom.

Skill / Roll

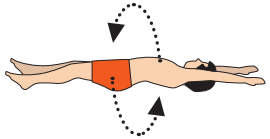
PREREQUISITE



1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

STAGE PROGRESSION



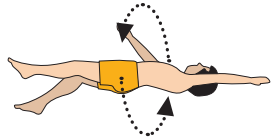
1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

2 Roll, back to front & front to back

Same as progression 1, but without assistance.

ADVANCED



1 Roll, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front.

Activities

P Preschool
S School Age
A Teen & Adult

Alligator Roll P S A

Have students begin on their backs holding a pool noodle. One at a time, hold students lightly at the shoulder. Lift one shoulder up and press the other shoulder down to initiate the roll. Assist students in rolling from back to front and front to back.

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Flip-Flop P S A

Face students. Ask them to float on their fronts and kick to move forward toward you, using a pool noodle if needed. When you call "Flip-flop," students flip from their fronts to their backs. When you call "Flip-flop" again, they flip from their backs to their fronts. Repeat several times.

Hula-Hoop Roll P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a back float and then roll onto their fronts to swim through the hoop.

I'm a Little Pancake P

Have students float on their backs as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, students roll to the front.

Log Roll P S A

Have students begin in a front-float position with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting. See how many continuous rolls they can perform before getting dizzy.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Noodle Wrestle P S A

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Superhero Rest P S

Have students float on their fronts, pretending to be superheroes. When you say "Rest," they roll onto their backs and rest. Repeat.

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently roll students onto their backs. Repeat with students beginning on their backs and rolling to their fronts.

Skill / Front Float

PREREQUISITE



1 **Standing, face submerged, assisted**

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 **Standing, face submerged, on one foot, assisted**

Same as progression 1, on one foot.

3 **Front float, assisted, 10 secs.**

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed.

4 **Front float, assisted, 10 secs., recover independently**

Same as progression 3, regain a vertical position independently.

STAGE PROGRESSION



1 **Front float, assisted, 10 secs., recover independently**

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed. Regain a vertical position independently.

2 **Front float, 20 secs. (10 secs. preschool)**

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

ADVANCED

☒ **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

Animal Float P S

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a front float with arms and legs as far out as possible, a puffer fish is a front float with tummy as big as possible, and a barracuda is a front glide in a streamlined position with legs and arms taut.

Be Like P S

Ask students to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish P

Have students pretend to be fish. Ask them to float toward you on their fronts with their faces in the water and try to bump you in the tummy with their heads as they reach you.

Float & Stand P S A

Have students line up along the wall in waist- to chest-deep water. One at a time, have students push off from the bottom or the wall and front float for as long as they can. When they get tired, cue them to pull their knees up and stand.

Variation: Glide and slide—see how long students can glide in the water and compare how long they glide to other students or over time. Students can also add a leg kick and arm motions.

Instructor note: Watch students. Do not let them hold their breath for an extended period of time or float too far.

How Many Seconds? P S A

Ask students to keep both feet off of the bottom and front float for one second, then two seconds, then three seconds, etc. See how long students can go. Limit participants to a single inhalation when asking them to hold their breath and submerge.

Variation: See how long students can float in the water compared to other students or between trials. Students can also add a leg kick and arm motions.

How Many Ways? P S A

Ask students how many ways they can get their feet off the bottom and float on their fronts (e.g., jump up and lift feet off the bottom momentarily, lift one foot, hold onto the side, hold onto the instructor, put face in the water, use a flotation device).

Starfish P S

In chest-deep water, ask students to pretend to be starfish that cannot move without sinking. With your help, have them float on their fronts as motionless as possible.

Variation: This could also be a tag game in which one student "catches" any starfish that is not floating. Students can use flotation devices or a partner to assist with flotation.

Target Float P S A

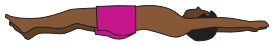
Place an object like a sinking toy on the bottom of the pool. As students do front floats, have them keep their heads down and look at the target.

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently lift the student into a vertical position out of the water.

Skill / Back Glide

PREREQUISITE



1 Back walk, head back, away from wall, assisted

Facing wall, tilt head back, drop shoulders, push chest up, walk toward instructor, who is 5 ft. away.

2 Back glide, assisted, at wall, on one foot

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting one foot off bottom. Glide backward for 5 ft.

3 Back glide, assisted, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

STAGE PROGRESSION



1 Back glide, assisted, at wall, 5 ft.

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting both feet off bottom. Glide backward for 5 ft.

2 Back glide, at wall, on one foot

Same as progression 1, but on one foot and unassisted.

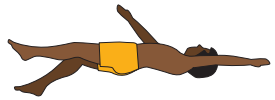
3 Back glide, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

4 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

ADVANCED



1 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

2 Back glide, with kick

Same as progression 1, but with any kick.

3 Swim on back, 15 yd. (10 yd. preschool)

Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their backs. Tell them to yell "Three, two, one, blastoff!" as they push off the wall.

Back Kick With Kickboard S A

Have students hold a kickboard to their chests and kick on back.

Be Like P S

Ask students to pretend to be like the following as they glide on their backs:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Fish Fins S A

Have students perform kicking drills on their backs with or without a flotation device or wearing fins to improve kick mechanics and feel. Have students practice kicks with flippers. Flippers force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action.

Flotation P S A

Use flotation devices to help students achieve a streamlined body position on back. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft P S A

Have students kick on back with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly. You can incorporate arm pulls with older students.

Hula-Hoop Glide P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. Have them push off from the bottom or the wall and do a back glide for as long as they can, going through the hoop on their backs.

Noodle Glide P S A

Have students lie on their backs holding pool noodles to their chests and maintaining balance. Have students practice various kicks to reinforce movement.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their backs with heads back and ears submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their backs using the wall or a kickboard.

Target Glide P S A

Have students focus on a spot on the ceiling as they do the back glide. Have them keep their heads back and look at the target.

Toy Rescue Swim S

One at a time, have students put a toy on a kickboard and then glide on their backs to the other side of the pool with the kickboard balanced on their stomachs. Students try to get to the other side without the toy falling off the kickboard or letting the kickboard drift away from their bodies.

Tube Pull P S A

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward on their backs through the water. Have them reach and feel for a straight extended-body position.

Skill / Tread Water

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Kick vertically, wearing flotation device

Wearing flotation device (e.g., life jacket, float belt), float vertically in deep water. Use any kick to keep head above water. Keep body aligned from head to toe (hips under shoulders). Tread for 10 secs.

2 Scull with arms vertically, wearing flotation device

Same as progression 1, but use arms only to bring shoulders above water.

3 Kick & scull vertically, wearing flotation device

Same as progression 2, but add back kick to bring shoulders above water.

4 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

ADVANCED



1 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

2 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool), then swim on front to wall and exit.

Activities

P Preschool
S School Age
A Teen & Adult

Honest Abe P S

Divide students into two groups. Hand out four to five pennies to each student. Ask students to place half of the pennies facedown on the pool deck and half faceup. Have the students tread water about four feet from the side. Tell them that you will call out statements such as "Running is allowed on the pool deck." If they think the statement is true, they rush out of the water and turn all their pennies faceup; if they think it is not true, they turn all their pennies facedown. The first team to turn over all their pennies correctly wins.

Kick-Outs P S A

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups P S A

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

Marco Polo P S

Arrange students in deep water. Have them tread water (use life jackets if necessary). Select one student to be the caller and allow him or her to use a flotation device. The caller closes his or her eyes and yells "Marco." All other students respond "Polo." The caller tries to tag other students by moving toward their voices. When a student is tagged, that student becomes the new caller.

Noodle Push P S

Have students find a partner and face that person with a pool noodle lengthwise between them. Have students put their hands on the pool noodles and tread water as they attempt to push their partner across the pool.

Noodle Stunts P S

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees

Sharks & Minnows P S

Move students to a water depth that is comfortable for them and have them tread water. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Smooth the Sand P S A

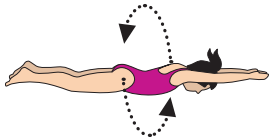
Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

Tread Water While Singing P S

Have students tread water while singing their favorite song.

Skill / Swim, Float, Swim

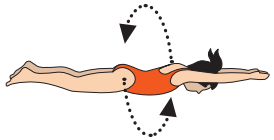
PREREQUISITE



1 Swim, float, swim, assisted, 10 ft.

Combine front glide, roll, back float, roll, front glide, and exit into a sequence.

STAGE PROGRESSION

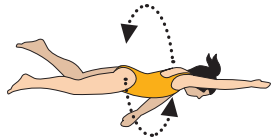


Swim, float, swim is a benchmark skill sequencing front glide, roll, back float, roll, front glide, and exit.

1 Swim, float, swim, 5 yd.

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 5 yd.

ADVANCED



1 Swim, float, swim, 25 yd. (15 yd. preschool)

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 25 yd. (15 yd. preschool).

Activities

P Preschool
S School Age
A Teen & Adult

Alligator Swim P S A

Have each student hold a pool noodle lengthwise and swim on front. When students need to rest, they can roll onto their backs and let the pool noodle help them float. Repeat.

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Hula-Hoop Swim P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a front glide and go through the hoop, then roll to their backs to rest. When they are ready, have them roll onto their fronts and swim through the hoop again.

Kickboard Push P S A

Have students pair up. Give each pair a kickboard and have them hold it between them, one student on each end. When you give the signal, all students begin to kick vigorously with the goal of pushing their partner backward three out of five times. When the first round is over, have students pair up with new partners.

Log Roll P S

Have students begin swimming on front with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting, then rolling back onto their fronts to continue swimming. See how many combination rolls they can perform in the distance you ask them to swim.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Paddle Push P S

Divide students into teams and have the teams form lines on the side of the pool. Give the first person in each line a ball and tell them to paddle across the pool (or other appropriate distance), pushing the ball with their chins. When they get to the other side, tell them to turn and throw the ball back to the next person in line, who will then jump into the water and push the ball across again. Repeat until all team members are on the other side of the pool. The first team to get all players to the other side wins.

Partner Swim, Float, Swim P S

Have students find a partner and try to move together, rest together, and move together again. Students can use flotation devices.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Scenarios P S A

Have students imagine themselves in different scenarios. For example, they could pretend to be polar bears swimming to an iceberg.

Twenty Ways P S A

Ask students to demonstrate as many ways of moving through the water on their fronts as possible. When they get tired, have them roll onto their backs and float.

Variation: Divide students into teams and have them compete to come up with skills or limit skills to one type (e.g., propulsion on front or on back).

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 2.1

BUILDING RELATIONSHIPS

To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

TOPIC 2.2

THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

TOPIC 2.3

FIND HELP

Ask students to list who can help them in the pool area:

- Parents and other family members
- Lifeguards
- Swim Instructors

Let the students know they can go to any of these individuals for help:

- If they are hurt
- If they can't find their parent or another family member
- If they have a question
- If they are being bullied
- If someone else is doing something unsafe

TOPIC 2.4

BENCHMARK SKILLS

Describe the two skills students can use to get to the side of the pool if they are in trouble and why each of them is important:

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

TOPIC 2.5

SUPERVISION

Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

TOPIC 2.6

LIFE JACKETS

Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 2.7

REACH OR THROW, DON'T GO

Explain why it's important not to jump in to save a friend who is struggling in the water and what to do instead:

A panicked person in the water can grab you and pull you under. Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help your friend float, such as a pool noodle.

Have students practice a reaching assist and a throwing assist using various objects. Make sure they stay low to the ground and keep themselves safe.

TOPIC 2.8

BACKYARD POOLS

Ask students what they can do to keep themselves safe in their, or a friend's, backyard pool:

- Don't swim without permission or without adult supervision.
- Ask an adult for help if you want something in or around the pool.
- Keep your hands, fingers, feet, and toes out of any openings in the pool, such as grates.
- Don't swim or play in hot tubs or whirlpools.

Skill & Topic Library

3 / WATER STAMINA

Teaching This Stage

This stage develops intermediate self-rescue skills performed at longer distances than in previous stages. As you work with students at this stage, focus on the following important milestones:

- Integrating arm action, leg action, and rhythmic breathing in back and front glides
- Developing forward movement on the front and back
- Practicing skills and safety techniques in deep water

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:

Achievement

Relationships

Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

WATER ADJUSTMENT

Follow the Leader

Choose one student to be the leader. Ask him or her to stand facing away from the other students. Ask the other students to line up single file, facing the leader. The leader performs a water safety skill that the others must repeat. Have students take turns leading and following.

Head & Shoulders

Have students sit on the stairs in shallow water. As a group, sing the following lyrics and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange students in a circle and do the "Hokey Pokey." Encourage students to get wet and move independently in the water.

You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey and you turn yourself around.
That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

As a group, sing the following:

If you're happy and you know it, clap (splash) your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your life will surely show it,
If you're happy and you know it, clap your hands.

Variations:
If you're happy and you know it, nod your head, etc.
If you're happy and you know it, kick your feet, etc.
If you're happy and you know it, pat your tummy, etc.

Ring Around the Rosie

Have students hold hands in a circle and sing the following:

Ring around the rosie,
Pockets full of posies,
Splashes, splashes,
We all fall down.

Students blow bubbles or duck their heads under the water, depending on their skill level.

Wheels on the Bus

Have students form a circle and sing the following:

The wheels on the bus go round and round,
Round and round, round and round. The wheels on the bus go round and round, all through the town.
Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.
Move body back and forth.

Third verse: The windows on the bus go up and down.
Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.
Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.
Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."
Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.
Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.
Wave good-bye.

Skill / Submerge

PREREQUISITE



1 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

2 Submerge, 3 secs., exhale, surface, inhale

Same as progression 1, but submerge for 3 secs.

3 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

STAGE PROGRESSION



1 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

2 Submerge, retrieve object in chest-deep water

Instructor holds object below surface. Submerge face, open eyes, and retrieve object.

ADVANCED

☒ **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

Dig for a Bone P S A

Have students pretend to be a dog digging for a bone in the water. See how far each student can go toward the bottom of the pool.

Firefighter Pole P S A

Hold a pole in the water so it touches the bottom of the pool. Have one student at a time hold onto the pole and climb down, hand over hand, to the bottom.

Variation: Put a toy at the bottom of the pool. Ask students to bring it back to the surface with them.

Hoop Swim P S A

Have students paddle or swim through a submerged hoop. If no hoop is available, you can also have them swim to a floating mat (magic carpet).

London Bridge P

In shallow water, where students can stand, use a pool noodle to make a bridge. Raise and lower the bridge. Encourage students to submerge to the bottom as they go under the bridge.

Magic Soap P

To encourage students to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Making Muffins P S

Tell students they are going to make bran muffins. Have them imitate the following motions:

- Soften the butter. (Pound water with fists.)
- Pour the honey. (Splash water toward the middle.)
- Crack the egg. (Chop water with a karate chop.)
- Measure the wheat bran. (Clap hands together in water.)
- Add the raisins. (Splash water in the air.)
- Mix everything together. (Stir water.)
- Put it in a muffin pan. (Splash water over the shoulder.)
- Put it in the oven. (Shove water with both hands.)
- Watch the muffins bake. (Submerge face and open eyes.)
- Take them out of the oven. (Pull water backward with hands.)
- Eat the muffins. (Bring water to face with cupped hands.)

Practice on Land P S A

Have students practice holding their breath on land, then practice in the water.

Talk to the Fish P S

Ask students if they have ever talked to a fish underwater and what it would be like if they tried. Have every student go underwater and pretend to talk to a fish.

Variation: Have students hum with their faces submerged.

Target Submerge P S A

Have students look at targets, toys, or objects at the bottom of the pool as they submerge.

Tea Party P S

Have students sit on the bottom and pretend to have a tea party.

Treasure Dive P S A

Throw dive rings or other objects to the bottom of the pool. Tell students to go to the bottom, pick up the objects, and bring them back to the surface.

Underwater Band P S A

Have students pick an instrument. On your count, have each student go underwater to play his or her instrument.

Yard Sale S A

Spread a variety of sinking toys on the bottom of the pool. Split students into two teams. Have them line up on opposite sides of the pool. On your signal, have students gather as many toys as they can. The team that brings more toys back to its side of the pool wins.

Variation: Include both floating and sinking toys.

Skill / Swim on Front

PREREQUISITE



1 Front glide, assisted, to wall, 5 ft.

See 2 / Water Movement.

2 Front glide, to wall, three arms' lengths, touch wall with fingertips

See 2 / Water Movement.

3 Front glide, to object near wall

See 2 / Water Movement.

4 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

STAGE PROGRESSION



1 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

2 Front glide, roll to side glide

Same as progression 1, but roll into side glide to breathe.

3 Front glide, with kick, roll to side glide

Same as progression 2, but with any kick.

4 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

ADVANCED

☒ **Basic skill competency achieved**

Ability to perform this skill allows student to learn front crawl, breaststroke, and butterfly.

Activities

P Preschool
S School Age
A Teen & Adult

1-2-3-Breathe Drill S A

Have students begin in a side-glide position with a kick. Have them do three long overarm front-crawl pulls. On the last one, instruct students to keep their arms extended and roll to a side glide, take a breath, and kick three times. Repeat on the other side.

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their fronts. Tell them to yell "Three, two, one, blastoff!" as they push off the wall in a streamlined position.

3 x 3 Drill P S A

Have students perform three sets of 1-2-3-Breathe Drill in succession.

Count the Kicks P S A

Have students swim in a streamlined position on their fronts and perform a certain number of kicks or kick for a certain amount of time, for example, "Can you kick your legs 10 times before you touch the side?"

Fish Fins S A

Have students perform kicking drills on their fronts with or without a flotation device or wearing fins to improve kick mechanics and feel. Fins force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action. Ask them to focus on body roll and side breathing with their kick.

Flotation Glide With Float Belt S A

Use float belts to help students achieve a streamlined body position on the front and side. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft P S A

Have students kick on front with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly.

Noodle Glide P S A

Have students extend one arm along a pool noodle and balance in a side-glide position. Have students practice various kicks to reinforce forward movement.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their fronts with their heads submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Side Glide, Three Pulls, Side Glide P S A

Have students push off the wall in a side glide, do three strong arm pulls, and roll on front. Repeat on the other side.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their fronts using the wall or a kickboard.

Three-Pulls-&-a-Roll Drill P S A

Have students perform 3 x 3 Drill, but with bilateral breathing. Make sure the roll is side to side.

Toy Glide P S

Have students glide in a streamlined position on their fronts toward a ball or toy tossed into the water.

Tube Pull P S A

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward through the water on their fronts or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Water Exit

PREREQUISITE



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

STAGE PROGRESSION



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

ADVANCED

☒ **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S A

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Raisins P S

Have students stand on the pool deck. Tell them they are grapes and that you are going to turn them into raisins. Have them jump into the pool one at a time to rinse themselves off. Encourage them to fully submerge to wash themselves completely. Then tell the students they need to dry out in the sun to become raisins. Ask them to exit the pool and sit on the pool deck to dry themselves out. After a few seconds, tell students they now need to jump into the box. One more time, have students jump into the pool one at a time and then exit.

Treasure Chest P S

Ask students to pretend they are pirates raiding a treasure chest (a pile of toys on the pool deck). Have students begin in the water, climb out to grab a toy, slide into the water with that toy, and put it in a pile on a floating kickboard.

Wake-Up Shark P S

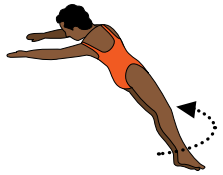
Have students stand with their backs against the wall. Pretend you are a fish or a shark. Ask students what time they want the shark to wake up. If they say eleven o'clock, submerge and count to 11 while the students try to climb out of the pool before the shark "gets" them.

Water Color P S

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Jump, Swim, Turn, Swim, Grab

PREREQUISITE



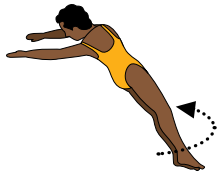
1 Jump, push, turn, grab, assisted

Stand on edge of pool, jump in, and submerge while holding instructor's hand.

2 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, and push off bottom while turning toward wall. Grab wall with both hands and exit.

STAGE PROGRESSION



Jump, swim, turn, swim, grab is a benchmark skill consisting of the following progressions:

1 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, push off bottom of pool, reach for wall, and exit.

2 Jump, turn, grab, in deep water

Same as progression 1, but in water that is overhead.

3 Jump, swim, turn, swim, grab, 10 yd.

In deep water, jump in, surface, swim on front for 10 yd., turn, swim back to wall, and exit.

ADVANCED

☒ **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them jump into the water.

Favorite Animal P S

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., "Who likes tigers?"). Students jump into the pool when they hear the name of their favorite animal and then return to the wall.

Hoop Jump P S A

Hold a hoop in the deep end, and have students jump through the hoop.

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Jack Be Nimble P S

Have students sit or stand on the edge of the pool. Hold a pool noodle out in front of each student, keeping it low enough to jump over safely. Have students recite the following:

Jack be nimble, Jack be quick.
Jack jump over the candlestick.

As students say the last line, they jump over the pool noodle into the pool.

Jump Into My Circle P S

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest P S A

Run a jumping contest. Give "awards" to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump P S A

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Walk, Turn, Walk, Grab P S A

Have students stand in shallow water. Instruct them to walk away from the wall a few feet, turn around, and walk back to the wall without assistance. If the water is too deep for students to touch, have them practice the skill with flotation devices.

Water Color P S

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Swim on Back

PREREQUISITE



1 Back glide, assisted, at wall, 5 ft.

Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting both feet off bottom. Glide backward for 5 ft.

2 Back glide, at wall, on one foot

Same as progression 1, but on one foot and unassisted.

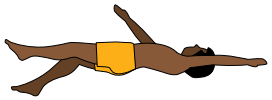
3 Back glide, at wall, 5 ft.

Same as progression 2, but both feet off bottom.

4 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

STAGE PROGRESSION



1 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

2 Back glide, with kick

Same as progression 1, but with any kick.

3 Swim on back, 15 yd. (10 yd. preschool)

Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).

ADVANCED

☒ **Basic skill competency achieved**

Ability to perform this skill allows student to learn back crawl and sidestroke.

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! P S

Ask students to pretend to be a rocket on their backs. Tell them to yell "Three, two, one, blastoff!" as they push off the wall.

Back Kick With Kickboard S A

Have students hold a kickboard to their chests and kick on back.

Be Like P S

Ask students to pretend to be like the following as they float on their backs:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Fish Fins S A

Have students perform kicking drills on their backs with or without a flotation device or wearing fins to improve kick mechanics and feel. Have students practice kicks with flippers. Flippers force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action.

Flotation P S A

Use flotation devices to help students achieve a streamlined body position on back. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft P S A

Have students kick on back with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly. You can incorporate arm pulls with older students.

Hula-Hoop Glide P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. Have them push off from the bottom or the wall and do a back glide for as long as they can, going through the hoop on their backs.

Noodle Glide P S A

Have students lie on their backs holding pool noodles to their chests and maintaining balance. Have students practice various kicks to reinforce forward movement.

Rope Pull P S A

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their backs with heads back and ears submerged, students pull themselves, hand over hand, along the rope, then add back-crawl overarm recovery.

Superhero Glide P S

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their backs using the wall or a kickboard.

Target Glide P S A

Have students focus on a spot on the ceiling as they swim on back. Have them keep their heads back and look at the target.

Toy Rescue Swim S

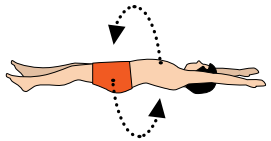
One at a time, have students put a toy on a kickboard and then float on their backs to the other side of the pool with the kickboard balanced on their stomachs. Students try to get to the other side without the toy falling off the kickboard or letting the kickboard drift away from their bodies.

Tube Pull P S A

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward on their backs through the water or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Roll

PREREQUISITE



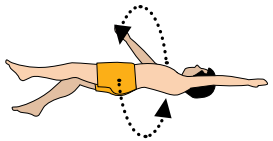
1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

2 Roll, back to front & front to back

Same as progression 1, but without assistance.

STAGE PROGRESSION



1 Roll, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front.

ADVANCED

☒ **Basic skill competency achieved**

Ability to perform this skill allows student to learn side breathing in front crawl.

Activities

P Preschool
S School Age
A Teen & Adult

Alligator Roll P S A

Have students begin on their backs holding a pool noodle. One at a time, hold students lightly at the shoulder. Lift one shoulder up and press the other shoulder down to initiate the roll. Assist students in rolling from back to front and front to back

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Flip-Flop P S A

Face students. Ask them to float on their fronts and kick to move forward toward you, using a pool noodle if needed. When you call "Flip-flop," students flip from their fronts to their backs. When you call "Flip-flop" again, they flip from their backs to their fronts. Repeat several times.

Hula-Hoop Roll P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a back float and then roll onto their fronts to swim through the hoop.

I'm a Little Pancake P

Have students float on their backs as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, students roll to the front.

Log Roll P S A

Have students begin in a front-float position with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting. See how many continuous rolls they can perform before getting dizzy.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Noodle Wrestle P S A

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Superhero Rest P S

Have students float on their fronts, pretending to be superheroes. When you say "Rest," they roll onto their backs and rest. Repeat.

Wake Up! P S

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently roll students onto their backs. Repeat with students beginning on their backs and rolling to their fronts.

Skill / Tread Water

PREREQUISITE



1 Kick vertically, wearing flotation device

See 2 / Water Movement.

2 Scull with arms vertically, wearing flotation device

See 2 / Water Movement.

3 Kick & scull vertically, wearing flotation device

See 2 / Water Movement.

4 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

STAGE PROGRESSION



1 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

2 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool), then swim on front to wall and exit.

ADVANCED

☒ **Basic skill competency achieved**

Ability to perform this skill allows student to learn tread water with whip kick or scissor kick.

P Preschool
S School Age
A Teen & Adult

Activities

Honest Abe P S

Divide students into two groups. Hand out four to five pennies to each student. Ask students to place half of the pennies facedown on the pool deck and half faceup. Have the students tread water about four feet from the side. Tell them that you will call out statements such as "Running is allowed on the pool deck." If they think the statement is true, they rush out of the water and turn all their pennies faceup; if they think it is not true, they turn all their pennies facedown. The first team to turn over all their pennies correctly wins.

Kick-Outs P S A

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups P S A

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

Marco Polo P S

Arrange students in deep water. Have them tread water (use life jackets if necessary). Select one student to be the caller and allow him or her to use a flotation device. The caller closes his or her eyes and yells "Marco." All other students respond "Polo." The caller tries to tag other students by moving toward their voices. When a student is tagged, that student becomes the new caller.

Noodle Push P S

Have students find a partner and face that person with a pool noodle lengthwise between them. Have students put their hands on the pool noodles and tread water as they attempt to push their partner across the pool.

Noodle Stunts P S

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees

Sharks & Minnows P S

Move students to a water depth that is comfortable for them and have them tread water. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Smooth the Sand P S A

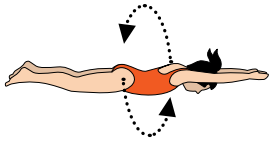
Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

Tread Water While Singing P S

Have students tread water while singing their favorite song.

Skill / Swim, Float, Swim

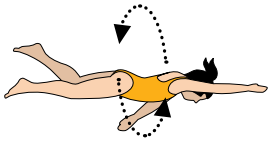
PREREQUISITE



1 Swim, float, swim, 5 yd.

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 5 yd.

STAGE PROGRESSION



Swim, float, swim is a benchmark skill sequencing front glide, roll, back float, roll, front glide, and exit.

1 Swim, float, swim, 25 yd. (15 yd. preschool)

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 25 yd. (15 yd. preschool).

ADVANCED

☒ **Basic skill competency achieved**

Ability to perform this skill allows student to build endurance.

P Preschool
S School Age
A Teen & Adult

Activities

Alligator Swim P S A

Have each student hold a pool noodle lengthwise and swim on front. When students need to rest, they can roll onto their backs and let the pool noodle help them float. Repeat.

Corkscrew P S A

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Hula-Hoop Swim P S A

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a front glide and go through the hoop, then roll to their backs to rest. When they are ready, have them roll onto their fronts and swim through the hoop again.

Kickboard Push P S A

Have students pair up. Give each pair a kickboard and have them hold it between them, one student on each end. When you give the signal, all students begin to kick vigorously with the goal of pushing their partner backward three out of five times. When the first round is over, have students pair up with new partners.

Log Roll P S A

Have students begin swimming on front with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting, then rolling back onto their fronts to continue swimming. See how many combination rolls they can perform in the distance you ask them to swim.

Nap Time Roll P S

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Paddle Push P S

Divide students into teams and have the teams form lines on the side of the pool. Give the first person in each line a ball and tell them to paddle across the pool (or other appropriate distance), pushing the ball with their chins. When they get to the other side, tell them to turn and throw the ball back to the next person in line, who will then jump into the water and push the ball across again. Repeat until all team members are on the other side of the pool. The first team to get all players to the other side wins.

Partner Swim, Float, Swim P S

Have students find a partner and try to move together, rest together, and move together again. Students can use flotation devices.

Roller Coaster Ride P S

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Scenarios P S A

Have students imagine themselves in different scenarios. For example, they could pretend to be polar bears swimming to an iceberg.

Twenty Ways P S A

Ask students to demonstrate as many ways of moving through the water on their fronts as possible. When they get tired, have them roll onto their backs and float.

Variation: Divide students into teams and have them compete to come up with skills or limit skills to one type (e.g., propulsion on front or on back).

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 3.1

BUILDING RELATIONSHIPS

To get acquainted, have all students share their names and one thing about themselves:

- Favorite food, animal, or activity
- Favorite thing to do in the water
- What they did that day

Celebrate first-day achievements, such as the following, as a group:

- Listening
- Helping others
- Effort

TOPIC 3.2

THE Y's CORE VALUES

Explain that core values are the shared beliefs that guide our behavior and interactions. List the Y's four core values:

- **Caring:** Show a sincere concern for others
- **Honesty:** Be truthful in what you say and do
- **Respect:** Follow the golden rule
- **Responsibility:** Be accountable for your promises and actions

Ask students to explain what each value means and share an example of how they've demonstrated one of the core values.

TOPIC 3.3

SUN SAFETY

Discuss what can happen if people stay out in the sun too long (without any protection):

- Sunburn
- Heatstroke
- Dehydration

Ask students what can provide protection from the sun:

Sunscreen, hat, sunglasses, T-shirt, drinking water, staying in the shade

TOPIC 3.4

BENCHMARK SKILLS

Remind students that they've already learned skills to help them get to the side of the pool if they are in trouble (revisit those skills as necessary).

Discuss the importance of swimming and what else students need to do to become strong swimmers:

Swimming is a lifelong skill, it can save your life, and it's fun! Learn swimming strokes and swim long distances.

Ask students what they can do once they've become strong swimmers:

Swim team or triathlons, synchronized swimming or diving, swim instruction and lifeguarding, and swimming for fun and physical activity

TOPIC 3.5

LIFE JACKETS

Discuss when to use life jackets:

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

Discuss what to look for in a life jacket:

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 3.6

SUPERVISION

Discuss why it is important to have an adult present, supervising and watching, when swimmers are in the water:

Adults make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

Ask students whether an adult who is on the phone or reading a magazine is properly supervising:

No. The adult is distracted. An adult needs to be attentive in case someone needs help quickly.

TOPIC 3.7

CALL 911

Ask students when they should call 911:

Call 911 if you think a person is in trouble and there is no adult nearby.

Discuss what students should be prepared to tell a 911 operator:

- Your first and last name
- The address of your location
- The telephone number you're calling from
- What happened and how many people are hurt

Using a toy phone, demonstrate, and have each student practice, making a 911 call.

TOPIC 3.8

POOL DRAINS

Discuss what pool drains do:

Pool drains pull water into the filtration system so it can be cleaned and returned to the pool.

Ask students why pool drains can be dangerous:

Swimmers can get stuck on a drain in deep water and not be able to get to the surface.

Discuss two rules students should follow related to drains:

- Don't swim or play around pool drains.
- Don't swim in a pool that is missing drain covers.

Skill & Topic Library

4 / STROKE INTRODUCTION

Teaching This Stage

This stage introduces basic stroke technique in front crawl and back crawl and reinforces water safety through treading water and elementary backstroke. As you work with students at this stage, focus on the following important milestones:

- Developing the front crawl and back crawl
- Introducing components of the breaststroke and butterfly
- Practicing safety techniques in deep water

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

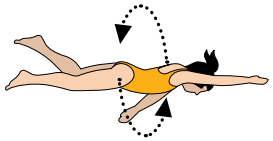
The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

Skill / Endurance

PREREQUISITE



1 Swim, float, swim, 25 yd. (15 yd. preschool)

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 25 yd. (15 yd. preschool).

STAGE PROGRESSION



1 Endurance, any stroke or combination of strokes, 15 yd.

Build to 15 yd.

2 Endurance, any stroke or combination of strokes, 25 yd.

Build to 25 yd.

ADVANCED



1 Endurance, any stroke or combination of strokes, 25 yd.

Build to 25 yd.

2 Endurance, any stroke or combination of strokes, 50 yd.

Build to 50 yd.

Activities

P Preschool
S School Age
A Teen & Adult

Blockade Runner S A

Mark off a large rectangular playing area in the pool. Divide students into two equal teams and give a kickboard to each student. Have each team line up at its own end of the playing area. Once you give the signal, students kick toward the opposite side, trying to reach it without being blocked by the other team. Students must hold both hands on their kickboards at all times. The boards can be used for either flotation or blocking, but they must remain flat at all times. The first team to have three students reach the other side wins.

Chin-Ball Relay S A

Divide students into teams. Have students line up along the wall in chest-deep water, with half of each team on the opposite side of the pool. Give a ball to the first person on each team. Ask them to push the ball with their chins, mouths, or faces while walking across the pool holding their hands behind their backs. Students push the ball until it touches the far edge of the pool, then a teammate standing on the opposite side of the pool takes over. The relay continues back and forth until all students have participated at least once.

Variation: Have students carry and pass the ball by tucking it between their chins and their chests, or play without teams. Intermediate swimmers can swim in deep water to perform this activity.

Marco Polo S A

Arrange students in deep water. Have them tread water (use life jackets if necessary). Select one student to be the caller and allow him or her to use a flotation device. The caller closes his or her eyes and yells "Marco." All other students respond "Polo." The caller tries to tag other students by moving toward their voices. When a student is tagged, that student becomes the new caller.

Noodle Relay P S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. The relay consists of three heats, with each person on the team swimming across the pool three times, switching off to a teammate on the other side of the pool between lengths. In the first heat, everyone sits on a pool noodle. In the second heat, everyone lies on their stomachs on a pool noodle. In the last heat, everyone pulls the pool noodle across the pool.

Obstacle Course S A

Create an obstacle course in waist-deep to over-the-head water (depending on students' skill level) using some of the following equipment: diving bricks, kickboards, buoyed lines, rope, large plastic hoops, mats, poker chips, buckets, balls, or other pool equipment, and a stopwatch or a clock that times to the second. Specify which skills you want students to use in different parts of the course in order to provide skill-specific practice. Students first try to swim through the course without stopping, then swim through for time.

Variation: This also can be done as a relay race. For beginners, you can create a shallow-water course that emphasizes above-water skills. Add variety by having students perform different skills or strokes to get to each obstacle.

Relay Races P S A

Divide students into teams of equal ability and have them race across the pool. As each student finishes, he or she exits the pool and lines up. The first team to line up gets a round of applause. The other team(s) gets big smiles and words of encouragement.

Variations:

- Bob across the pool.
- Swim backward across the pool.
- Swim on back across the pool.
- Let students make up their own variation.

Sharks & Minnows P S A

Move students to a water depth that is comfortable for them. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Skill / Front Crawl

PREREQUISITE



1 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

2 Front glide, roll to side glide

Same as progression 1, but roll into side glide to breathe.

3 Front glide, with kick, roll to side glide

Same as progression 2, but with any kick.

4 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

STAGE PROGRESSION



1 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

2 Front glide, with flutter kick, 15 yd.

Launch into front glide with flutter kick starting from hip, knees and ankles loose. Roll to side to breathe. Kick for 15 yd.

3 Front glide, rhythmic breathing, 15 yd.

Same as progression 2. Roll to side as one arm drops to hip; other arm in a streamlined position. Inhale. Bring hands back to streamlined position and roll to front. Exhale. Build to 15 yd.

4 Front crawl, rotary breathing, 15 yd.

Same as progression 3, but extend arm fully in front. Pull underwater forcefully until arm reaches hip. Arm recovers out of water. Alternate arms and repeat. Time arms with breathing. Build to 15 yd.

ADVANCED



1 Front crawl, rotary breathing, 15 yd.

See 5 / Stroke Development.

2 Front glide, with flutter kick, 25 yd.

See 5 / Stroke Development.

3 Front glide, rotary breathing, 25 yd.

Build to 25 yd.

4 Front crawl, bent-arm recovery, 25 yd.

Same as progression 3, but during arm recovery, immediately lift elbow high, fingertips stay close to body and surface. Build to 25 yd.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Kick With Flotation P S A

Have students flutter kick on their fronts with a kickboard or other flotation device. Ask them to focus on kicking from the hip.

Vertical Flutter Kick P S A

Have students flutter kick, vertically, in deep water. They can begin with a flotation device if needed.

ARMS

Chicken-Wing Drill P S A

Have students perform front crawl. When their arms begin the recovery, have them bring their thumbs up and tuck them into their armpits so their upper bodies are propelled by the "wings" created by the forearms. Tell them to keep their arms in a V shape. Explain that the feeling of having their elbows bent severely is the same feeling they want to have during arm recovery.

Instructor note: Use this drill to help correct a persistent windmill-type stroke. Have students swim close to the wall. They will either bend their elbow or hit their hand on the wall.

Fist Drill S A

Have students perform front crawl with closed hands or holding tennis balls. Have them practice keeping their bodies balanced and feeling the forearm in the stroke.

One-Arm Drill S A

Have students put one arm in front and the other at their sides. Have students perform one-arm front crawl for four to eight strokes, then repeat on the other side. Ask them to focus on arm pull and recovery.

Pull-Buoy Swim S A

Have students, particularly those who can't float or who have a weak flutter kick, perform front crawl with a pull buoy between their legs to provide additional buoyancy, which minimizes kick action and emphasizes arm action.

Right- & Left-Arm Breathers S A

To help students time their breathing with arm strokes, have students extend their left arms with a locked elbow while they pull with their right arms. Ask them to breathe on every right-arm pull. Then have them reverse: right arm extends and the left arm pulls.

Shark-Fins Drill P S A

During front crawl, have students pretend to make shark fins with their arms. Ask them to practice putting their elbows up first on the recovery.

Swim-the-Rope Drill S A

Hold a jump rope or stretch cord and encourage students to kick and use front-crawl arms to pull themselves along the rope.

Variation: Have students use the lane rope and pull with only one arm while the other arm maintains a streamlined position.

Throw-It-Away Drill S A

Have students perform front crawl, pretending they have a weight in their hands. After they complete the pull, tell them to throw the "weight" out of the water.

BODY & BREATH CONTROL

Shoulder-Roll Drill S A

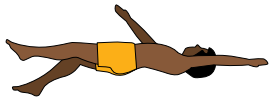
Have students perform front crawl. When the arms come out on each side, ask students to breathe and pause. Make sure they turn their heads to each side and look at their elbows to emphasize the feeling of slicing through the water and body "balance" while in the 45-degree position.

Side-Glide Drill P S A

Have students begin in a streamlined position, count three kicks, then body roll to the side as one arm drops to the hip and the other remains extended. Have students count for three to eight kicks before rolling to the other side, then repeat the entire series.

Skill / Back Crawl

PREREQUISITE



1 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

2 Back glide, with kick

Same as progression 1, but with any kick.

3 Swim on back, 15 yd. (10 yd. preschool)

Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).

STAGE PROGRESSION



1 Swim on back, 15 yd. (10 yd. preschool)

Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).

2 Back glide, with flutter kick, 15 yd.

Launch into back glide with flutter kick starting from hip, knees and ankles loose. Align head, shoulders, and hips at surface, with nose toward ceiling. Roll to side to breathe. Kick for 15 yd.

3 Back crawl, 15 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.

ADVANCED



1 Back crawl, 15 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.

2 Back glide, with flutter kick, 25 yd.

Build to 25 yd.

3 Back crawl, pull, 25 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Pull is continuous. Alternate arms. Build to 25 yd.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Back-Fin Kick P S A

Have students flutter kick on their backs using flippers. Flippers force the kick to come from the hip.

Variation: Have students hold their arms in a streamlined position or at their sides, or perform arm action.

Back Kick With Kickboard P S A

Have students hold kickboards to their chests and practice flutter kick on their backs.

Variation: Have students use a flotation belt placed low on the hips.

ARMS

30-60-90 Drill S A

Have students perform back crawl by lifting one arm straight from the leg to 30 degrees, then moving it back to their sides. Have them lift the same arm to 60 degrees and back, then to 90 degrees and back. Finally, have them lift the arm all the way around and back to their sides (full back-crawl pull). Repeat with the other arm.

Double-Arm Drill P S A

Have students perform back crawl using both arms simultaneously with a flutter or dolphin kick. Have them bend the elbows and work on shoulder flexibility.

Little-Finger-First Drill S A

Have students perform back crawl, putting their little fingers into the water first on entry (i.e., thumb out, and little finger in).

One-Arm Drill S A

Have students perform back crawl with one arm extended and the other arm at their sides. As the pulling arm begins, the opposite shoulder "pops" out of the water, while the head remains in a fixed or steady position. Ask students to switch arms and repeat. Have them practice good hand entry, a bent elbow, and a strong kick.

Pull-Buoy Swim S A

Have students perform back crawl while holding a pull buoy between their legs to allow for more concentration on the arm stroke.

Touch-Down Drill S A

Have students perform back crawl, keeping one arm at their hips while the other arm completes its pull and recovery, catching up to the second arm. Repeat with the second arm.

BODY & BREATH CONTROL

Changeover Drill S A

Have students swim seven strokes of front crawl, then flip over and swim seven strokes of back crawl.

Variation: Have students try five and three strokes of each.

Goggle Drill P S A

Have students perform back crawl with their goggles on their foreheads, forcing them to swim without moving their heads so their goggles do not slip off.

Kick-Switch Drill S A

Have students perform back glide and flutter kick with one arm in a streamlined position. Have them kick three to eight times before switching arms and repeating. Have students work to move side to side during the body roll as they reach back with one arm and then the other.

Shoulder-Roll Drill S A

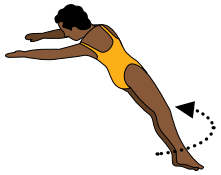
Have students kick on back in a streamlined position, with their hands at their sides and their palms down. Have them do three to eight kicks while rotating to the side and lifting their opposite shoulders. Repeat on the other side.

Three-Kicks-One-Pull Drill P S A

Have students do three kicks and one pull on the right side, then three kicks and one pull on the left side.

Skill / Dive

PREREQUISITE



1 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, push off bottom of pool, reach for wall, and exit.

2 Jump, turn, grab, in deep water

Same as progression 1, but in water that is overhead.

3 Jump, swim, turn, swim, grab, 10 yd.

In deep water, jump in, surface, swim on front for 10 yd., turn, swim back to wall, and exit.

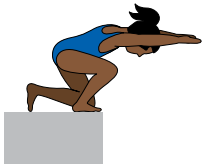
STAGE PROGRESSION



1 Dive, sitting

Sit on edge of deep end, arms in a streamlined position. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

ADVANCED



1 Dive, sitting

See 5 / Stroke Development.

2 Dive, kneeling, over object

Kneel on edge of deep end with one knee on pool deck and other knee bent, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, kneeling

Same as progression 2, without object.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber P S A

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them dive into the water.

Diving Contest P S A

Run a diving contest. Give "awards" to students for things like smallest splash, straightest dive, silliest dive, etc. Make sure students stay safe when they dive; discourage backward or spinning dives.

Hoop Dive P S A

Hold a hoop in the deep end, and have students dive through the hoop.

Variation: Hold the hoop further from the wall, and then have students dive through it. You can also have students dive over a pool noodle.

In & Out P S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Long, Shallow Dive P S A

Have students dive in and surface glide upon entry. Encourage students to enter the water further out each time, attempting to add distance rather than depth to the dive. Once in the water, have students angle their hands up toward the surface to slow their downward motion as they stay in a streamlined position.

Variation: Once students have mastered this dive, they can start the dive with a back-and-forth arm swing to gain momentum.

Object Dive S A

Have students perform a dive and collect an object at the bottom of the pool.

Variation: If students cannot make it to the bottom, have them dive and swim to a floating object and collect it.

Racing Start S A

Have students stand in a stride position (feet on the pool deck) and attempt a competitive racing start or dive: bent over in a crouched position, fingertips touching the side of the pool, and chin tucked. When you say "Take your mark...go!" students dive into the pool headfirst.

Rocket Booster P S A

Have students sit on the side of the pool with the soles of their feet on the pool wall, arms over their ears, and hands together over their heads. Have them "blast off" by diving into the water, their noses just missing their knees, and pushing off the wall with their feet (the push is their "rocket booster").

Submarine P S A

Have students line up at the deep end of the pool with their toes over the edge. Tell students to stand tall and straight with their arms over their heads and their hands together. Say "I am a submarine booster; wait until I come to boost you off." Move behind the students and, one at a time, place your hands on each student's waist and tell the student to bend forward with hands pointing into the water. Guide the student into the water, saying "Blast off!" as each diver is launched. Remind students to steer themselves up once their arms enter the water.

Superhero Dive P S A

Have students imitate a superhero flying position as they dive. Have them bend over to point their hands toward the water, keeping their heads down and their ears between their arms until their legs are in the water.

Skill / Resting Stroke, Elementary Backstroke

PREREQUISITE



1 Back glide, 10 ft. (5 ft. preschool)

Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

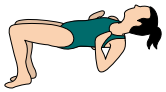
2 Back glide, with kick

Same as progression 1, but with any kick.

3 Swim on back, 15 yd. (10 yd. preschool)

Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).

STAGE PROGRESSION



1 Back glide, elementary backstroke kick, 15 yd.

Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 15 yd.

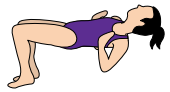
2 Back glide, elementary backstroke arms, 15 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 15 yd.

3 Resting stroke, elementary backstroke, 15 yd.

Combine progressions 1 and 2. Build to 15 yd.

ADVANCED



1 Back glide, elementary backstroke kick, 25 yd.

Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 25 yd.

2 Back glide, elementary backstroke arms, 50 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 50 yd.

3 Resting stroke, elementary backstroke, 50 yd.

Combine progressions 1 and 2. Build to 50 yd.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Count-the-Kicks Drill P S A

Have students swim elementary backstroke kick with a kickboard. Count the number of kicks per length. Have students attempt this drill a few times so they can work on reducing the number of kicks each length.

Inverted Breaststroke Kick P S A

Have students perform inverted breaststroke kick while holding the kickboard to their stomachs. Tell them to drop their feet directly below their knees, lift them toward their shins, and turn them out as their legs whip together. The knees should not break the surface of the water.

Noodle Kicks P S A

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Breaststroke Kick P S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they kick for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras P S A

Use the following mantras to describe what elementary backstroke arms look like:

- Tickle, T, Touch
- Monkey, Airplane, Soldier
- Chicken, Airplane, Soldier
- Little Bird, Big Bird, Flap
- Little T, Big T, I

Elementary Backstroke on Land P S A

Have students stand on the pool deck and practice elementary backstroke arms: slide hands up sides to armpits, extend arms at shoulder height with palms facing feet, press palms toward feet in a sweeping motion, slide hands up sides again, and repeat.

Variation: Have students try adding a kick motion with one leg while standing.

No-Kick-Pull Drill S A

Have students perform elementary backstroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Tell them not to kick. Ask them to be aware of the push of the paddles against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows. Only use paddles of an appropriate size for short periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress. Use additional stroke drills to correct the drag detected using the paddles.

BODY & BREATH CONTROL

Alternating Glides S A

Have students glide on their backs and perform the elementary backstroke arm pull while keeping their legs together, then glide with their arms at their sides, performing only the kick. Repeat.

Integrated-Movement Mantra P S A

Use this mantra to practice synchronizing elementary backstroke arms and legs: "Pull, kick, glide, two, three."

Rocket Glide P S A

Have students perform the elementary backstroke and pretend they are rocket ships. With each "blast" (kick and pull of the arms) let them see how far they can last in the glide before blasting off again.

Skill / Tread Water

PREREQUISITE



1 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

2 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool), then swim on front to wall and exit.

STAGE PROGRESSION



1 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool).

2 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

ADVANCED



1 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, scissor & whip kick, 2 mins.

Same as progression 1. Build to 2 mins.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Kick-Outs P S A

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups P S A

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

ARMS

Smooth the Sand P S A

Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

BODY & BREATH CONTROL

Honest Abe S

Divide students into two groups. Hand out four to five pennies to each student. Ask students to place half of the pennies facedown on the pool deck and half faceup. Have the students tread water about four feet from the side. Tell them that you will call out statements such as "Running is allowed on the pool deck." If they think the statement is true, they rush out of the water and turn all their pennies faceup; if they think it is not true, they turn all their pennies facedown. The first team to turn over all their pennies correctly wins.

Marco Polo S A

Arrange students in deep water. Have them tread water, (use life jackets if necessary). Select one student to be the caller, and allow him or her to use a flotation device. Have him or her close their eyes. The caller yells "Marco," and all other students respond "Polo." The caller will try to tag a swimmer by listening to their voices. When a student is tagged, that student becomes the new caller.

Noodle Stunts P S A

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Pretending to row using the breaststroke, crawl-stroke pulls, or variations of sculling
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Placing the pool noodle underneath the body to practice front crawl, butterfly, and breaststroke arms (with no kick)
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees

Sharks & Minnows P S A

Move students to a water depth that is comfortable for them. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Tread Water While Singing P S A

Have students tread water while singing their favorite song.

Skill / Breaststroke

PREREQUISITE



1 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

2 Front glide, roll to side glide

Same as progression 1, but roll into side glide to breathe.

3 Front glide, with kick, roll to side glide

Same as progression 2, but with any kick.

4 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

STAGE PROGRESSION



1 Breaststroke, kick, 15 yd.

Begin with straight legs and pointed toes. Bring heels toward body by bending knees 90 degrees without pulling them under the body. Flex feet and turn toes out. Kick feet out (knees and feet spread), then squeeze legs back together to starting position. Build to 15 yd.

ADVANCED



1 Breaststroke, kick, 25 yd.

See 5 / Stroke Development.

2 Breaststroke, arms, 25 yd.

Begin with arms stretched out in front, palms facing away from each other. Spread arms apart, bending elbows. Scoop hands toward chest, bring them together, then cut through water back to starting position. Use any kick to propel forward. Build to 25 yd.

3 Breaststroke, 25 yd.

Begin with breaststroke arms. As hands come together in front of chest, lift head to breathe, pull heels up, and begin kick. Inhale and surge forward by submerging face and kicking legs together. Return legs and arms to starting position. Build to 25 yd.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Breaststroke Kick on Back P S A

Have students perform breaststroke kick on back with a kickboard or arms in a streamlined position.

Chin-Kick Drill S A

Have students perform breaststroke kick while keeping their chins at the surface of the water and their arms at their sides.

Heel-Touch Drill S A

Have students hold their hands together, clasped at the small of their backs, and perform breaststroke kick, taking a breath with every kick at the proper time. Ask students to touch their heels to their fingertips on recovery to practice flexing the foot up and pushing the water back with the soles of the feet.

Kick at Wall P S A

Have students sit on the edge of the pool with their feet in the water and practice the breaststroke kick.

Kickboard Series P S A

Have students practice breaststroke kick with support, such as a kickboard, pool noodle, or other flotation device. If using a kickboard, have students hold it with their arms outstretched. If using a pool noodle, have students place it behind their backs, holding each end in their hands.

Push-Kick Drill S A

Have students perform breaststroke kick while holding onto the wall. Stand behind each student and place your hands on the soles of the student's feet. As the student kicks, use your hands to provide resistance, helping them practice an effective kick and develop a feel for pushing water with their feet.

Vertical Breaststroke Kick P S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they bob up for air for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm-Build-Up Drill S A

Have students perform breaststroke arms, beginning with small wrist sculls and building gradually to a full-sized arm pull. Alternate pulling with a straight arm and a bent arm.

Arm Mantras P S A

As students practice breaststroke arms, have them think about the following:

- Make a pizza and cut through the middle.
- Spread peanut butter, scoop the bread together, and cut the sandwich.
- Scoop ice cream and eat it.
- Place hands in a bowl of frosting, scrape frosting off the sides, lick hands, and stretch out to give some frosting to a friend. Remember to "lick and kick" for proper stroke coordination.

Breaststroke Pull With Dolphin Kick S A

Have students perform breaststroke arms with dolphin kick.

No-Kick-Pull Drill S A

Have students perform breaststroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Ask them not to kick but to be aware of the push, or "press," against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows.

On-Deck Drill P S A

Have students lie on the deck with their chests over the side of the pool. Have them perform breaststroke pull with their arms in the water. The side of the pool limits their pull, helping them get a feel for a short pull.

BODY & BREATH CONTROL

One-Pull-Two-Kicks Drill S A

Have students perform breaststroke, pairing one pull with two kicks. Ask them to focus on the glide and breathing at the right time throughout the drill.

Skill / Butterfly

PREREQUISITE



1 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

2 Front glide, roll to side glide

Same as progression 1, but roll into side glide to breathe.

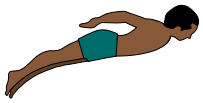
3 Front glide, with kick, roll to side glide

Same as progression 2, but with any kick.

4 Swim on front, 15 yd. (10 yd. preschool)

Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).

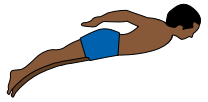
STAGE PROGRESSION



1 Butterfly, kick, 15 yd.

Push off wall into front glide. Move whole body in a wave-like motion, with hips close to surface. Drop chest down, then bring chest up, allowing the hips to follow both movements. Repeat continuously for the rest of the distance. Build to 15 yd.

ADVANCED



1 Butterfly, kick, 15 yd.

See 5 / Stroke Development.

2 Butterfly, simultaneous arm action, 15 yd.

Push off wall into front glide. Begin pull underwater; hands press out, squeeze in, then press out again, making a keyhole shape. Arms accelerate out over water, swing out to the side, and then come back around to the front. Thumbs drop in again to complete recovery.

3 Butterfly, simultaneous arm action & kick, 15 yd.

Combine progressions 1 and 2. Build to 15 yd.

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Dolphin Kick on Back P S A

Have students perform dolphin kick on their backs to practice the knee bend and hip movement.

Dolphin Kick With Kickboard S A

Have students perform dolphin kick with a kickboard, then take the kickboard away and have them perform it without the kickboard.

Head-Down-Kick Drill P S A

Have students perform dolphin kick with their heads down, chins tucked, and their arms at their sides, breathing every two kicks.

Head-Up-Kick Drill S A

Have students perform dolphin kick with their heads out of the water.

Hoop Swim P S A

Have students perform dolphin kick through a plastic hoop.

Side-Kicking Drill S A

Have students perform dolphin kick on their sides in a streamlined position, with six kicks on one side and six kicks on the other.

Single-Leg-Kick Drill P S A

In a streamlined position, have students perform butterfly kick with just their right legs, then repeat with their left legs. Ask them what the kick reminds them of (flutter kick).

Underwater Dolphin Kick S A

Have students perform dolphin kick underwater with their hands at their sides, then with their hands in a streamlined position. Ask students to pretend they are fish, mermaids, or dolphins and that their legs are glued together.

ARMS

Standing Butterfly P S A

Have students perform butterfly arms while standing up and bending over in shallow water. Ask them to isolate each arm and practice their hand and arm entry: Thumbs drop in first, almost lining up with the eyes. Hands press out, squeeze in, then press out again (with breath). Arms move out over water to the side and around. Thumbs drop in again to complete recovery.

Variation: Have students perform standing butterfly while walking.

Thumb-Touch-Hip Drill S A

Have students perform butterfly and pause when their hands touch their hips while they continuously kick. Repeat.

BODY & BREATH CONTROL

3 x 3 x 3 Build-Up Drill S A

Have students perform butterfly, pulling three times with the right arm, then three times with the left, and finishing with a complete stroke three times.

Breathing Drill S A

Have students perform butterfly, taking a breath every other stroke.

Butterfly With Fins P S A

Have students perform butterfly with fins.

Dolphin Dives S A

Have students perform butterfly by pushing off the bottom, launching out of the water, taking a stroke, then diving back to the bottom to push off again.

Kick-Pull-Kick-Stop Drill S A

Have students begin in a streamlined position, do one kick, and then begin keyhole pull with their arms. As their hands begin to press past their waists, the second kick takes place; the legs "slam" down as their hands finish the press. Their hands and arms then retract close to their bodies before the hands extend back out, similar to the breaststroke recovery. Repeat.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 4.1

WEATHER

Discuss why it's important to pay attention to weather when swimming:

Storms can come up fast and can produce strong winds, heavy rain, and lightning.

Share the following tips for staying safe in potentially dangerous weather:

- Monitor threatening weather.
- When thunder roars, go indoors.
- Get to a safer structure.
- Postpone aquatic activities.
- The pool can be considered safe to reoccupy 30 minutes after the last lightning is seen or thunder is heard.

TOPIC 4.2

FIRST AID

Discuss the basic first aid steps students should take if someone is bleeding:

- Call for help.
- Get gloves and put them on.
- Cover the wound.
- Apply direct pressure.

Have students role-play victim and rescuer:

Make sure rescuers call for help, put on gloves, apply direct pressure to the wound with a sterile pad, and apply roller gauze or an elastic bandage.

TOPIC 4.3

HYPOXIC BLACKOUT

Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 4.4

OPEN WATER

Ask students to list some of the dangers of open water:

- Swimmers can get caught in currents.
- It's harder to supervise swimmers.
- Cold water can make swimming and floating more difficult.

Ask students what they can do to keep themselves safe in open water:

- Know how to swim.
- Never swim alone.
- Always swim near a lifeguard.
- Don't float where you can't swim.
- Don't fight the current. If you get caught, just go with the flow.
- Don't dive in headfirst.

TOPIC 4.5

GOAL SETTING

Ask students why goals are important:

Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

TOPIC 4.6

HEART RATE

Ask students what a heart rate is:

Your heart rate is the rate at which your heart beats. If someone is found unconscious, you can check his or her heart rate to determine what action to take.

Have students find their heart rate:

Place your index and middle fingers to your neck or wrist to find your pulse. Count the beats for 10 seconds. Multiply the number of beats by six to determine your heart rate. You can also use heart rate to determine how hard you are exercising. The faster your heart rate, the harder your body is working.

TOPIC 4.7

NUTRITION

Ask students to name some things they can eat or drink to keep their bodies and minds healthy:

Drink plenty of water and choose healthy foods like fruits, veggies, and whole grains.

Discuss with students the benefits of choosing water over sugary drinks:

Did you know your brain is over 70 percent water? Water is essential to life. It is the best for giving us energy and keeping us hydrated.

TOPIC 4.8

BOATING

Discuss some of the dangers of boating and what students can do to keep themselves safe:

The boat could capsize or collide with another boat. Drowning can occur when boaters do not wear life jackets.

Wear a United States Coast Guard–approved life jacket. Don't stand up in small boats. Don't overload the boat. Don't boat at night or in low-visibility conditions.

With a boat (pretend or real), have students paddle in life jackets and practice getting into and out of the boat.

Skill & Topic Library

5 / STROKE DEVELOPMENT

Teaching This Stage

This stage introduces breaststroke and butterfly and reinforces water safety through treading water and sidestroke. As you work with students at this stage, focus on the following important milestones:

- Developing stamina in the front crawl and back crawl
- Developing the breaststroke and butterfly
- Building endurance techniques for deep-water safety

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

Skill / Endurance

PREREQUISITE



1 **Endurance, any stroke or combination of strokes, 15 yd.**
Build to 15 yd.

2 **Endurance, any stroke or combination of strokes, 25 yd.**
Build to 25 yd.

STAGE PROGRESSION



1 **Endurance, any stroke or combination of strokes, 25 yd.**
Build to 25 yd.

2 **Endurance, any stroke or combination of strokes, 50 yd.**
Build to 50 yd.

ADVANCED



1 **Endurance, any stroke or combination of strokes, 50 yd.**
Build to 50 yd.

2 **Endurance, any stroke or combination of strokes, 100 yd.**
Build to 100 yd.

3 **Endurance, any stroke or combination of strokes, 150 yd.**
Build to 150 yd.

Activities

S School Age
A Teen & Adult

Battleship S A

Have students imagine that the pool is a battleship. The deep end is the bow of the ship, the shallow end the stern, the left side as you face the bow is port, and the right side as you face the bow is starboard. Tell students that you will say one of these directions and they should respond by swimming to that side and sitting on or touching the pool edge. For instance, if you say "Port," students swim to the left side of the pool.

Blockade Runner S A

Mark off a large rectangular playing area in the pool. Divide students into two equal teams and give a kickboard to each student. Have each team line up at its own end of the playing area. Once you give the signal, students kick toward the opposite side, trying to reach it without being blocked by the other team. Students must hold both hands on their kickboards at all times. The boards can be used for either flotation or blocking, but they must remain flat at all times. The first team to have three students reach the other side wins.

Forty Ways S A

Have students line up at one end (or at the side) of the pool. Have the first student in line swim across the pool using a stroke of his or her own choice. The second student then swims across using a different stroke, and so on until all students have gone. Any innovative way to move through the water is acceptable. If you play for more than one round, change the order of the students for each round.

Hang on Harvey S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. The first student in line swims a length. At the end of the length, the first student picks up the next team member, who hangs onto the first student's feet during the return lap. When the first student touches the end, the student gets out of the pool, and the second team member becomes the lead swimmer and repeats the process. The race continues until all team members have had a turn at hanging on.

Newspaper Relay S A

Divide students into teams. Have half of each team line up on the opposite side of the pool in waist-deep to over-the-head water. Give the first student on each team a newspaper page. Tell the student to swim a set distance on back without getting the page wet and then hand the paper over to a teammate on the other side of the pool.

Noodle Relay S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. The relay consists of three heats, with each person on the team swimming across the pool three times, switching off to a teammate on the other side of the pool between lengths. In the first heat, everyone sits on a pool noodle. In the second heat, everyone lies on their stomachs on a pool noodle. In the last heat, everyone pulls the pool noodle across the pool.

Obstacle Course S A

Create an obstacle course in waist-deep to over-the-head water (depending on students' skill level) using some of the following equipment: diving bricks, kickboards, buoyed lines, rope, large plastic hoops, mats, poker chips, buckets, balls, or other pool equipment, and a stopwatch or a clock that times to the second. Specify which skills you want students to use in different parts of the course in order to provide skill-specific practice. Students first try to swim through the course without stopping, then swim through for time.

Variation: This also can be done as a relay race. For beginners, you can create a shallow-water course that emphasizes above-water skills. Add variety by having students perform different skills or strokes to get to each obstacle.

Relay Races S A

Divide students into teams of equal ability and have them race across the pool. As students finish, they exit the pool and line up. The first team to line up gets a round of applause. The other team(s) gets big smiles and words of encouragement.

Variations:

- Bob across the pool.
- Swim backward across the pool.
- Swim on back across the pool.
- Let students make up their own variation.

Skill / Front Crawl

PREREQUISITE



1 **Swim on front, 15 yd. (10 yd. preschool)**
See 4 / Stroke Introduction.

2 **Front glide, with flutter kick, 15 yd.**
See 4 / Stroke Introduction.

3 **Front glide, rhythmic breathing, 15 yd.**
See 4 / Stroke Introduction.

4 **Front crawl, rotary breathing, 15 yd.**
Same as progression 3, but extend arm fully in front. Pull underwater forcefully until arm reaches hip. Arm recovers out of water. Alternate arms and repeat. Time arms with breathing. Build to 15 yd.

STAGE PROGRESSION



1 **Front crawl, rotary breathing, 15 yd.**
Launch into front glide with flutter kick. Extend arm fully in front. Pull underwater forcefully until arm reaches hip. Arm recovers out of water. Alternate arms and repeat. Time arms with breathing. Build to 15 yd.

2 **Front glide, with flutter kick, 25 yd.**
Same as progression 1, but without arms. Build to 25 yd.

3 **Front glide, rotary breathing, 25 yd.**
Build to 25 yd.

4 **Front crawl, bent-arm recovery, 25 yd.**
Same as progression 3, but during arm recovery, immediately lift elbow high, fingertips stay close to body and surface. Build to 25 yd.

ADVANCED



1 **Front crawl, bent-arm recovery, 25 yd.**
See 6 / Stroke Mechanics.

2 **Front glide, with flutter kick, 50 yd.**
Build to 50 yd.

3 **Front glide, rotary breathing, 50 yd.**
Build to 50 yd.

4 **Flip turn**
In chest-deep water, practice flipping forward.

5 **Front crawl, flip turn, 50 yd.**
Perform front crawl. When nearing wall, tuck chin and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and twist body to front. Build to 50 yd.

Activities

S School Age
A Teen & Adult

LEGS

Kick With Flotation S A

Have students flutter kick on their fronts with a kickboard or other flotation device. Ask them to focus on kicking from the hip.

Vertical Flutter Kick S A

Have students flutter kick, vertically, in deep water. They can begin with a flotation device if needed.

Variation: Have students hold their hands up by their ears while they kick.

ARMS

Catch-Up Drill S A

Have students begin in a streamlined position on their fronts. As they do a full pull with one arm, the other arm stays in streamlined position. When the first arm comes to meet the second arm, the second arm begins to pull. Have students practice at least five kicks per arm pull.

Fingertip-Drag Drill S A

To reinforce high-elbow recovery, have students practice pulling their thumbs to their sides and dragging their fingertips on the water until they extend out in front for the pull.

Hand-Paddle Swims S A

Have students perform front crawl wearing hand paddles. The paddles add surface area to the hands. Only use paddles of an appropriate size for short periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress. Use additional stroke drills to correct the drag detected using the paddles.

One-Arm Drill S A

Have students put one arm in front and the other at their sides. Have students perform one-arm front crawl for four to eight strokes, then repeat on the other side. Ask them to focus on arm pull and recovery.

Pull-Buoy Swim S A

Have students, particularly those who can't float or who have a weak flutter kick, perform front crawl with a pull buoy between their legs to provide additional buoyancy, which minimizes kick action and emphasizes arm action.

Shark-Fins Drill S A

During front crawl, have students pretend to make shark fins with their arms. Ask them to practice putting their elbows in first on the recovery.

Swim-the-Rope Drill S A

Hold a jump rope or stretch cord and encourage students to kick and use front-crawl arms to pull themselves along the rope.

Variation: Have students use the lane rope and pull with only one arm while the other arm maintains a streamlined position.

Throw-It-Away Drill S A

Have students perform front crawl, pretending they have a weight in their hands. After they complete the pull, tell them to throw the "weight" out of the water.

BODY & BREATH CONTROL

Shoulder-Roll Drill S A

Have students perform front crawl. When the arms come out on each side, ask students to breathe and pause. Make sure they turn their heads to each side and look at their elbows to emphasize the feeling of slicing through the water and body "balance" while in the 45-degree position.

Side-Glide Drill S A

Have students begin in a streamlined position, count three kicks, then body roll to the side as one arm drops to the hip and the other remains extended. Have students count for three to eight kicks before rolling to the other side, then repeat the entire series.

Skill / Back Crawl

PREREQUISITE



1 Swim on back, 15 yd. (10 yd. preschool)

See 4 / Stroke Introduction.

2 Back glide, with flutter kick, 15 yd.

Launch into back glide with flutter kick starting from hip, knees and ankles loose. Align head, shoulders, and hips at surface, with nose toward ceiling. Roll to side to breathe. Kick for 15 yd.

3 Back crawl, 15 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.

STAGE PROGRESSION



1 Back crawl, 15 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.

2 Back glide, with flutter kick, 25 yd.

Build to 25 yd.

3 Back crawl, pull, 25 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Pull is continuous. Alternate arms. Build to 25 yd.

ADVANCED



1 Back crawl, pull, 25 yd.

See 6 / Stroke Mechanics.

2 Back glide, with flutter kick, 50 yd.

Build to 50 yd.

3 Flip turn

In chest-deep water, practice flipping forward.

4 Back crawl, pull & flip turn, 50 yd.

Perform back crawl. When nearing wall, flip onto front, tuck chin, and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and stay on back. Build to 50 yd.

Activities

S School Age
A Teen & Adult

LEGS

Back-Fin Kick (S A)

Have students flutter kick on their backs using flippers. Flippers force the kick to come from the hip.

Variation: Have students hold their arms in a streamlined position or at their sides, or perform arm action.

Back Kick With Kickboard (S A)

Have students hold kickboards to their chests and practice flutter kick on their backs.

Variation: Have students use a flotation belt placed low on the hips.

ARMS

30-60-90 Drill (S A)

Have students perform back crawl by lifting one arm straight from the leg to 30 degrees, then moving it back to their sides. Have them lift the same arm to 60 degrees and back, then to 90 degrees and back. Finally, have them lift the arm all the way around and back to their sides (full back-crawl pull). Repeat with the other arm.

Bent-Arm Pull Using Rope (S A)

Have students swim on their backs next to the lane rope. Ask them to reach with the arm closest to the lane, grab the lane rope, and pull it to complete an arm pull. The other arm remains at the hip. Repeat on the other side on the return length.

Double-Arm Drill (S A)

Have students perform back crawl using both arms simultaneously with a flutter or dolphin kick. Have them bend the elbows and work on shoulder flexibility.

Hand-Paddle Swims (S A)

Have students perform front crawl wearing hand paddles. The paddles add surface area to the hands. Only use paddles of an appropriate size for short periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress.

Little-Finger-First Drill (S A)

Have students perform back crawl, putting their little fingers into the water first on entry (i.e., thumb out, and little finger in).

One-Arm Drill (S A)

Have students perform back crawl with one arm extended and the other arm at their sides. As the pulling arm begins, the opposite shoulder "pops" out of the water, while the head remains in a fixed or steady position. Ask students to switch arms and repeat. Have them practice good hand entry, a bent elbow, and a strong kick.

Stop-&-Go Drill (S A)

Have students perform back crawl by lifting one arm straight from the leg to 90 degrees, then moving it back to their sides.

Touch-Down Drill (S A)

Have students perform back crawl, keeping one arm at their hips while the other arm completes its pull and recovery, catching up to the second arm. Repeat with the second arm.

BODY & BREATH CONTROL

Goggle Drill (S A)

Have students perform back crawl with their goggles on their foreheads, forcing them to swim without moving their heads so their goggles do not slip off.

Kick-Switch Drill (S A)

Have students perform back glide and flutter kick with one arm in a streamlined position. Have them kick three to eight times before switching arms and repeating. Have students work to move side to side during the body roll as they reach back with one arm and then the other.

Shoulder-Roll Drill (S A)

Have students kick on back in a streamlined position, with their hands at their sides and their palms down. Have them do three to eight kicks while rotating to the side and lifting their opposite shoulders. Repeat on the other side.

Skill / Dive

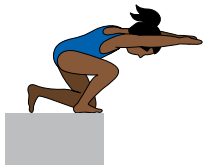
PREREQUISITE



1 Dive, sitting

Sit on edge of deep end, arms in a streamlined position. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

STAGE PROGRESSION



1 Dive, sitting

Sit on edge of deep end, arms in a streamlined position. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

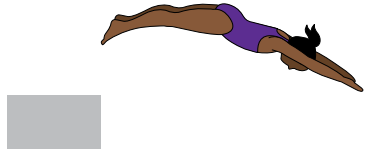
2 Dive, kneeling, over object

Kneel on edge of deep end with one knee on pool deck and other knee bent, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, kneeling

Same as progression 2, without object.

ADVANCED



1 Dive, kneeling

See 6 / Stroke Mechanics.

2 Dive, standing, over object

Stand on edge of deep end, toes on edge of pool deck, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and point hands toward surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, standing

Same as progression 2, without object.

Activities

S School Age
A Teen & Adult

Chop, Chop, Timber S A

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them dive into the water.

Diving Contest S A

Run a diving contest. Give "awards" to students for things like smallest splash, straightest dive, silliest dive, etc. Make sure students stay safe when they dive; discourage backward or spinning dives.

Favorite Animal S

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., "Who likes tigers?"). Students dive into the pool when they hear the name of their favorite animal and then return to the wall.

Variation: Use colors, sports, fish, school subjects, etc., as a theme.

Hoop Dive S A

Hold a hoop in the deep end, and have students dive through the hoop.

Variation: Hold the hoop further from the wall, and then have students dive through it. You can also have students dive over a pool noodle.

In & Out S A

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it's a zero-depth pool, etc.).

Long, Shallow Dive S A

Have students dive in and surface glide upon entry. Encourage students to enter the water further out each time, attempting to add distance rather than depth to the dive. Once in the water, have students angle their hands up toward the surface to slow their downward motion as they stay in a streamlined position.

Variation: Once students have mastered this dive, they can start the dive with a back-and-forth arm swing to gain momentum.

Object Dive S A

Have students perform a dive and collect an object at the bottom of the pool.

Variation: If students cannot make it to the bottom, have them dive and swim to a floating object and collect it.

Racing Start S

Have students stand in a stride position (feet on the pool deck) and attempt a competitive racing start or dive: bent over in a crouched position, fingertips touching the side of the pool, and chin tucked. When you say "Take your mark...go!" students dive into the pool headfirst.

Submarine S A

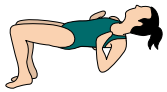
Have students line up at the deep end of the pool with their toes over the edge. Tell students to stand tall and straight with their arms over their heads and their hands together. Say "I am a submarine booster; wait until I come to boost you off." Move behind the students and, one at a time, place your hands on each student's waist and tell the student to bend forward with hands pointing into the water. Guide the student into the water, saying "Blast off!" as each diver is launched. Remind students to steer themselves up once their arms enter the water.

Superhero Dive S A

Have students imitate a superhero flying position as they dive. Have them bend over to point their hands toward the water, keeping their heads down and their ears between their arms until their legs are in the water.

Skill / Resting Stroke, Elementary Backstroke

PREREQUISITE



1 Back glide, elementary backstroke kick, 15 yd.

See 4 / Stroke Introduction.

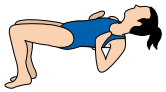
2 Back glide, elementary backstroke arms, 15 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 15 yd.

3 Resting stroke, elementary backstroke, 15 yd.

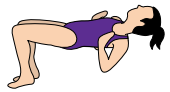
Combine progressions 1 and 2. Build to 15 yd.

STAGE PROGRESSION



This is not a key skill for this stage, but can be reviewed on the first day, as indicated on the lesson guides, or practiced when there is extra time.

ADVANCED



1 Back glide, elementary backstroke kick, 25 yd.

Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 25 yd.

2 Back glide, elementary backstroke arms, 50 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 50 yd.

3 Resting stroke, elementary backstroke, 50 yd.

Combine progressions 1 and 2. Build to 50 yd.

Activities

S School Age
A Teen & Adult

LEGS

Count-the-Kicks Drill S A

Have students swim elementary backstroke kick with a kickboard. Count the number of kicks per length. Have students attempt this drill a few times so they can work on reducing the number of kicks each length.

Inverted Breaststroke Kick S A

Have students perform inverted breaststroke kick while holding the kickboard to their stomachs. Tell them to drop their feet directly below their knees, lift them toward their shins, and turn them out as their legs whip together. The knees should not break the surface of the water.

Noodle Kicks S A

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Breaststroke Kick S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they kick for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras S A

Use the following mantras to describe what elementary backstroke arms look like:

- Tickle, T, Touch
- Monkey, Airplane, Soldier
- Chicken, Airplane, Soldier
- Little Bird, Big Bird, Flap
- Little T, Big T, I

Elementary Backstroke on Land S A

Have students stand on the pool deck and practice elementary backstroke arms: slide hands up sides to armpits, extend arms at shoulder height with palms facing feet, press palms toward feet in a sweeping motion, slide hands up sides again, and repeat.

Variation: Have students try adding a kick motion with one leg while standing.

No-Kick-Pull Drill S A

Have students perform elementary backstroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Tell them not to kick. Ask them to be aware of the push of the paddles against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows. Only use paddles of an appropriate size for short periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress. Use additional stroke drills to correct the drag detected using the paddles.

BODY & BREATH CONTROL

Alternating Glides S A

Have students glide on their backs and perform the elementary backstroke arm pull while keeping their legs together, then glide with their arms at their sides, performing only the kick. Repeat.

Integrated-Movement Mantra S A

Have students use this mantra to practice synchronizing elementary backstroke arms and legs: "Pull, kick, glide, two, three."

Rocket Glide S A

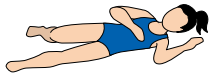
Have students perform the elementary backstroke and pretend they are rocket ships. With each "blast" (kick and pull of the arms) let them see how far they can last in the glide before blasting off again.

Skill / Resting Stroke, Sidestroke

PREREQUISITE

No prerequisite for this stage.

STAGE PROGRESSION



1 Scissor kick, 25 yd.

Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 25 yd.

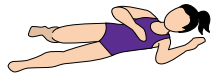
2 Sidestroke, arms, 25 yd.

Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 25 yd.

3 Resting stroke, sidestroke, 25 yd.

Combine progressions 1 and 2. Build to 25 yd.

ADVANCED



1 Scissor kick, 50 yd.

Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 50 yd.

2 Sidestroke, arms, 50 yd.

Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 50 yd.

3 Resting stroke, sidestroke, 50 yd.

Combine progressions 1 and 2. Build to 50 yd.

Activities

S School Age
A Teen & Adult

LEGS

Flotation Kick S A

Have students hold a short barbell or flotation device in one hand and practice scissor kick.

Group Kicking S A

Have all students lie on their sides, facing the same direction, four to five feet apart at the wall. Have all students bend their knees, then stop; extend their legs straight, then stop; and execute a thrust of the legs together, then stop. Then have them recover their legs to a bent position, pause, set the feet, pause, extend the legs, pause, set the feet, and thrust. After students have mastered the various parts of the kick, have them perform recovery-extension-thrust in one continuous motion.

Variation: Have students perform the drill on land, with their legs extended over the edge of the pool, or as an individual drill in which they are supported by a buddy or a kickboard.

Kick at Side of Wall S A

Have students lie on their sides, holding onto the edge of the pool, and practice the scissor kick on each side.

Kick on Land S A

Have students lie on their sides on land and practice the scissor kick.

Noodle Kicks S A

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Kicking S A

Have students practice treading water with a basic scull and scissor kick. Designate which foot goes forward.

ARMS

One-Arm Drill S A

Have students perform sidestroke, pulling with only one arm, while the other arm remains in a streamlined position. Switch arms and repeat.

Pick-an-Apple Drill S A

Have students perform sidestroke, moving their arms as if they were picking an apple from a tree, putting it in a basket, then reaching for another.

Pull-Buoy Arm Drill S A

Have students practice sidestroke arm pull with a pull buoy between their legs.

BODY & BREATH CONTROL

Arm-Leg Coordination S A

With or without a flotation device, have students perform sidestroke with a focus on coordinating each arm independently with the scissor kick. Then have them try the entire stroke, first with a flotation device, if desired, then without one.

Kicking With Arm Assist S A

Have students perform sidestroke. To emphasize the timing of the top arm and the leg kick, have them hold onto their top leg with their top arm and push on the leg with the arm during the kick. Repeat on both sides.

Sidestroke Mantra S A

Have students use this mantra as they perform sidestroke slowly: "Pull, kick, glide, two, three."

Sidestroke With Kickboard S A

Have students perform sidestroke with a kickboard. Ask them to support their bottom hands with the flotation device and practice coordinating the top arm and kick. After they have accomplished this, have them practice with just the bottom arm and the kick. Finally, have them perform the full stroke without any flotation device.

Skill / Tread Water

PREREQUISITE



1 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool).

2 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

STAGE PROGRESSION



1 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, scissor & whip kick, 2 mins.

Same as progression 1. Build to 2 mins.

ADVANCED



1 Tread water, scissor & whip kick, 2 mins.

Jump in and tread water for 2 mins. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, retrieve object off bottom, tread 1 min.

Jump in and retrieve object from bottom of pool. Surface, tread water for 1 min., scull with arms, and use any kick to maintain a vertical position. Drop object, swim to wall, and exit.

Activities

S School Age
A Teen & Adult

LEGS

Kick-Outs S A

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups S A

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

ARMS

Smooth the Sand S A

Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

BODY & BREATH CONTROL

Assembly Line S A

Have students form a single-file line and tread water while passing a dive ring or other object over their heads to the person behind them. Continue until the object reaches the last person, then have them pass the object back to the front of the line.

Noodle Push S A

Have students find a partner and face that person with a pool noodle lengthwise between them. Have students put their hands on the pool noodles and tread water as they attempt to push their partner across the pool.

Noodle Stunts S A

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Pretending to row using the breaststroke, crawl-stroke pulls, or variations of sculling
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Placing the pool noodle underneath the body to practice front crawl, butterfly, and breaststroke arms (with no kick)
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees

Sharks & Minnows S A

Move students to a water depth that is comfortable for them. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Tidal Wave S A

Have students tread water in a circle and try to pass a ball around the circle without touching it, using only the movement they create in the water. When the ball goes all the way around the circle, have them reverse direction.

Tread Water in a Circle S A

Have students tread water in a circle while passing a dive ring or small ball around the circle. Build to one to two minutes, depending on stage.

Tread Water in a T-Shirt S A

Have students wear a T-shirt and tread water.

Tread Water While Singing S A

Have students tread water while singing their favorite song.

Skill / Breaststroke

PREREQUISITE



1 Breaststroke, kick, 15 yd.

Begin with straight legs and pointed toes. Bring heels toward body by bending knees 90 degrees without pulling them under the body. Flex feet and turn toes out. Kick feet out (knees and feet spread), then squeeze legs back together to starting position. Build to 15 yd.

STAGE PROGRESSION



1 Breaststroke, kick, 25 yd.

Begin with straight legs and pointed toes. Bring heels toward body by bending knees 90 degrees without pulling them under the body. Flex feet and turn toes out. Kick feet out (knees and feet spread), then squeeze legs back together to starting position. Build to 25 yd.

2 Breaststroke, arms, 25 yd.

Begin with arms stretched out in front, palms facing away from each other. Spread arms apart, bending elbows. Scoop hands toward chest, bring them together, then cut through water back to starting position. Use any kick to propel forward. Build to 25 yd.

3 Breaststroke, 25 yd.

Begin with breaststroke arms. As hands come together in front of chest, lift head to breathe, pull heels up, and begin kick. Inhale and surge forward by submerging face and kicking legs together. Return legs and arms to starting position. Build to 25 yd.

ADVANCED



1 Breaststroke, 25 yd.

See 6 / Stroke Mechanics.

2 Breaststroke, kick, 50 yd.

Build to 50 yd.

3 Breaststroke, arms, 50 yd.

Build to 50 yd.

4 Open turn

When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.

5 Breaststroke, open turn, 50 yd.

Combine progressions 3 and 4. Build to 50 yd.

Activities

S School Age
A Teen & Adult

LEGS

Breaststroke Kick on Back S A

Have students perform breaststroke kick on back with a kickboard or arms in a streamlined position.

Chin-Kick Drill S A

Have students perform breaststroke kick while keeping their chins at the surface of the water and their arms at their sides.

Heel-Touch Drill S A

Have students hold their hands together, clasped at the small of their backs, and perform breaststroke kick, taking a breath with every kick at the proper time. Ask students to touch their heels to their fingertips on recovery to practice flexing the foot up and pushing the water back with the soles of the feet.

Kick at Wall S A

Have students sit on the edge of the pool with their feet in the water and practice the breaststroke kick.

Kickboard Series S A

Have students practice breaststroke kick with support, such as a kickboard, pool noodle, or other flotation device. If using a kickboard, have students hold it with their arms outstretched. If using a pool noodle, have students place it behind their backs, holding each end in their hands

Push-Kick Drill S A

Have students perform breaststroke kick while holding onto the wall. Stand behind each student and place your hands on the soles of the student's feet. As the student kicks, use your hands to provide resistance, helping the student practice an effective kick and develop a feel for pushing water with their feet.

Vertical Breaststroke Kick S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they bob up for air for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras S A

As students practice breaststroke arms, have them think about the following:

- Make a pizza and cut through the middle.
- Spread peanut butter, scoop the bread together, and cut the sandwich.
- Scoop ice cream and eat it.
- Place hands in a bowl of frosting, scrape frosting off the sides, lick hands, and stretch out to give some frosting to a friend. Remember to "lick and kick" for proper stroke coordination.

Breaststroke Pull With Dolphin Kick S A

Have students perform breaststroke arms with dolphin kick.

No-Kick-Pull Drill S A

Have students perform breaststroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Ask them not to kick but to be aware of the push, or "press," against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows.

On-Deck Drill S A

Have students lie on the deck with their chests over the side of the pool. Have them perform breaststroke pull with their arms in the water. The side of the pool limits their pull, helping them get a feel for a short pull.

Pull With Support S A

Have students practice breaststroke pull with a pull buoy or a pool noodle. Have students place the flotation device between their thighs to discourage kicking.

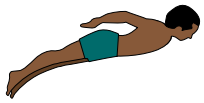
BODY & BREATH CONTROL

One-Pull-Two-Kicks Drill S A

Have students perform breaststroke, pairing one pull with two kicks. Ask them to focus on the glide and breathing at the right time throughout the drill.

Skill / Butterfly

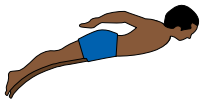
PREREQUISITE



1 Butterfly, kick, 15 yd.

Push off wall into front glide. Move whole body in a wave-like motion, with hips close to surface. Drop chest down, then bring chest up, allowing the hips to follow both movements. Repeat continuously for the rest of the distance. Build to 15 yd.

STAGE PROGRESSION



1 Butterfly, kick, 15 yd.

Push off wall into front glide. Move whole body in a rhythmic motion with hips close to surface. Build to 15 yd.

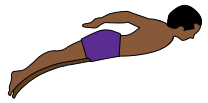
2 Butterfly, simultaneous arm action, 15 yd.

Push off wall into front glide. Begin pull underwater; hands press out, squeeze in, then press out again, making a keyhole shape. Arms accelerate out over water, swing out to the side, and then come back around to the front. Thumbs drop in again to complete recovery.

3 Butterfly, simultaneous arm action & kick, 15 yd.

Combine progressions 1 and 2. Build to 15 yd.

ADVANCED



1 Butterfly, simultaneous arm action & kick, 15 yd.

See 6 / Stroke Mechanics.

2 Butterfly, kick, 25 yd.

Build to 25 yd.

3 Butterfly, arms, 25 yd.

Build to 25 yd.

4 Open turn

When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.

5 Butterfly, 25 yd.

Combine progressions 3 and 4. Build to 25 yd.

Activities

S School Age
A Teen & Adult

LEGS

Dolphin Kick on Back S A

Have students perform dolphin kick on their backs to practice the knee bend and hip movement.

Head-Down-Kick Drill S A

Have students perform dolphin kick with their heads down, chins tucked, and their arms at their sides, breathing every two kicks.

Head-Up-Kick Drill S A

Have students perform dolphin kick with their heads out of the water.

Hoop Swim S A

Have students perform dolphin kick through a plastic hoop.

Side-Kicking Drill S A

Have students perform dolphin kick on their sides in a streamlined position, with six kicks on one side and six kicks on the other.

Single-Leg-Kick Drill S A

In a streamlined position, have students perform butterfly kick with just their right legs, then repeat with their left legs. Ask them what the kick reminds them of (flutter kick).

Underwater Dolphin Kick S A

Have students perform dolphin kick underwater with their hands at their sides, then with their hands in a streamlined position. Ask students to pretend they are fish, mermaids, or dolphins and that their legs are glued together.

ARMS

Keyhole S A

Have students perform butterfly arms standing up: draw a keyhole with arms, focusing on a strong push at the end and overarm recovery.

One-Arm Drill S A

Have students perform butterfly across the pool, pulling with one arm, then swim another length pulling with the other arm. Have them swim a final length with both arms.

Standing Butterfly S A

Have students perform butterfly arms while standing up and bending over in shallow water. Ask them to isolate each arm and practice their hand and arm entry: Thumbs drop in first, almost lining up with the eyes. Hands press out, squeeze in, then press out again (with breath). Arms move out over water to the side and around. Thumbs drop in again to complete recovery.

Variation: Have students perform standing butterfly while walking.

BODY & BREATH CONTROL

3 x 3 x 3 Build-Up Drill S A

Have students perform butterfly, pulling three times with the right arm, then three times with the left, and finishing with a complete stroke three times.

Breathing Drill S A

Have students perform butterfly, taking a breath every other stroke.

Butterfly With Fins S A

Have students perform butterfly with fins.

Dolphin Dives S A

Have students perform butterfly by pushing off the bottom, launching out of the water, taking a stroke, then diving back to the bottom to push off again.

Kick-Pull-Kick-Stop Drill S A

Have students begin in a streamlined position, do one kick, and then begin a keyhole pull with their arms. As their hands begin to press past their waists, the second kick takes place; the legs "slam" down as their hands finish the press. Their hands and arms then retract close to their bodies before the hands extend back out, similar to the breaststroke recovery. Repeat.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 5.1

HELP TECHNIQUE

Teach students HELP (Heat Escape Lessening Position):

If a boat overturns and you fall into the water, a life jacket will help keep you afloat. If the water is cold, you can also use your life jacket to protect yourself from overexposure by getting into HELP. To do this, cross your arms over your chest and hug your body. Cross your ankles, lean back slightly, and keep your head above water.

TOPIC 5.2

SHOCK

Discuss what it means if someone is in shock:

Shock is a medical condition that occurs when the body doesn't provide enough oxygenated blood to all tissues. Symptoms include pale skin, rapid pulse, rapid and shallow breathing, cold and sweaty skin, nausea, and vomiting.

Share how to help someone in shock:

- Call 911.
- Treat any serious bleeding.
- Have the person rest comfortably.
- Conserve the person's body heat.
- Do not give the person anything to eat or drink.

TOPIC 5.3

HYPOXIC BLACKOUT

Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 5.4

HUDDLE POSITION

Ask students to demonstrate HELP and describe what the acronym stands for:

HELP (Heat Escape Lessening Position) involves floating in a tucked position with a life jacket on to preserve body heat.

Discuss how to stay warm if there are multiple people in the water:

Huddle position allows a group of people to preserve body heat by sharing heat if they are in the water for a long period of time.

TOPIC 5.5

GOAL SETTING

Ask students why goals are important:

Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

TOPIC 5.6

ABDOMINAL THRUSTS

Ask students what it means when someone is choking and what usually causes someone to choke:

Choking occurs when a person can't breathe because something is blocking his or her airway. Choking can happen when someone gets food or an object stuck in his or her throat.

Ask students what they should do to help someone who may be choking:

Call 911 and perform abdominal thrusts, which help to dislodge the object stuck in the person's throat.

Demonstrate abdominal thrusts on a mannequin or kickboard.

TOPIC 5.7

REST & RELAXATION

Discuss what contributes to feeling rested and relaxed:

- Turning off screens, especially before bed, to allow your mind to rest
- Sleeping 8 to 10 hours a night
- Going to bed at the same time every night

Ask students why it is important to get enough rest:

- So you have enough energy for the next day
- To prevent illness
- So your brain and body can grow and remain healthy

TOPIC 5.8

WATER PARKS

Ask students if they've ever been to a water park and, if so, what their favorite part was.

Share some safety rules at water parks:

- Stay with your group and arrange a spot to meet if you get separated.
- Follow the rules of the slide; ride in the proper position, as directed.
- Walk, don't run.
- Listen to and obey lifeguards.
- Put on sunscreen regularly.
- In a wave pool, know the depth of the water you are entering; listen for the signal that the waves are starting.

Skill & Topic Library

6 / STROKE MECHANICS

Teaching This Stage

This stage refines stroke technique on all major competitive strokes and encourages swimming as part of a healthy lifestyle. As you work with students at this stage, focus on the following important milestones:

- Developing endurance in the competitive strokes
- Developing skills related to competitive swimming like flip turns
- Enhancing skills and building endurance in deep water

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:


Achievement


Relationships


Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.
- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

Skill / Endurance

PREREQUISITE



1 **Endurance, any stroke or combination of strokes, 25 yd.**
Build to 25 yd.

2 **Endurance, any stroke or combination of strokes, 50 yd.**
Build to 50 yd.

STAGE PROGRESSION



1 **Endurance, any stroke or combination of strokes, 50 yd.**
Build to 50 yd.

2 **Endurance, any stroke or combination of strokes, 100 yd.**
Build to 100 yd.

3 **Endurance, any stroke or combination of strokes, 150 yd.**
Build to 150 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

Balloon Relay S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. Give the first person on each team a blown-up balloon. On your signal, students push the balloon with nose, cheeks, or forehead while swimming across the pool to a teammate on the other side of the pool, who swims it back. The relay continues until all members of each team finish.

Battleship S A

Have students imagine that the pool is a battleship. The deep end is the bow of the ship, the shallow end the stern, the left side as you face the bow is port, and the right side as you face the bow is starboard. Tell students that you will say one of these directions and they should respond by swimming to that side and sitting on or touching the pool edge. For instance, if you say "Port," students swim to the left side of the pool.

Carps & Cranes S A

Mark off a square or rectangular playing area in the pool with a lane line dividing the area in half at the center. Mark end lines clearly, as they will serve as home bases for the teams. Divide students into two equal teams and have them line up along the lane line facing each other, with the end lines behind them. Designate one team carps and the other team cranes. When you call out "Carps" or "Cranes," that team tries to catch members of the opposing team before they can reach the safety of their end line. The captured members join the other team. The team with the most players at the end of play wins.

Forty Ways S A

Have students line up at one end (or at the side) of the pool. Have the first student in line swim across the pool using a stroke of his or her own choice. The second student then swims across using a different stroke, and so on until all students have gone. Any innovative way to move through the water is acceptable. If you play for more than one round, change the order of the students for each round.

Newspaper Relay S A

Divide students into teams. Have half of each team line up on the opposite side of the pool in waist-deep to over-the-head water. Give the first student on each team a newspaper page. Tell the student to swim a set distance on back without getting the page wet and then hand the paper over to a teammate on the other side of the pool.

Noodle Relay S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. The relay consists of three heats, with each person on the team swimming across the pool three times, switching off to a teammate on the other side of the pool between lengths. In the first heat, everyone sits on a pool noodle. In the second heat, everyone lies on their stomachs on a pool noodle. In the last heat, everyone pulls the pool noodle across the pool.

Obstacle Course S A

Create an obstacle course in waist-deep to over-the-head water (depending on students' skill level) using some of the following equipment: diving bricks, kickboards, buoyed lines, rope, large plastic hoops, mats, poker chips, buckets, balls, or other pool equipment, and a stopwatch or a clock that times to the second. Specify which skills you want students to use in different parts of the course in order to provide skill-specific practice. Students first try to swim through the course without stopping, then swim through for time.

Relay Races S A

Divide students into teams of equal ability and have them race across the pool. As students finish, they exit the pool and line up. The first team to line up gets a round of applause. The other team(s) gets big smiles and words of encouragement.

Variations:

- Bob across the pool.
- Swim backward across the pool.
- Swim on back across the pool.
- Let students make up their own variation.

Skill / Front Crawl

PREREQUISITE



1 Front crawl, rotary breathing, 15 yd.

See 5 / Stroke Development.

2 Front glide, with flutter kick, 25 yd.

See 5 / Stroke Development.

3 Front glide, rotary breathing, 25 yd.

Build to 25 yd.

4 Front crawl, bent-arm recovery, 25 yd.

Same as progression 3, but during arm recovery, immediately lift elbow high, fingertips stay close to body and surface. Build to 25 yd.

STAGE PROGRESSION



1 Front crawl, bent-arm recovery, 25 yd.

Launch into front glide with flutter kick, alternating arms. During arm recovery, immediately lift elbow high, fingertips stay close to body and surface. Build to 25 yd.

2 Front glide, with flutter kick, 50 yd.

Build to 50 yd.

3 Front glide, rotary breathing, 50 yd.

Build to 50 yd.

4 Flip turn

In chest-deep water, practice flipping forward.

5 Front crawl, flip turn, 50 yd.

Perform front crawl. When nearing wall, tuck chin and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and twist body to front. Build to 50 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Kick With Flotation S A

Have students flutter kick on their fronts with a kickboard or other flotation device. Ask them to focus on kicking from the hip.

Vertical Flutter Kick S A

Have students flutter kick, vertically, in deep water. They can begin with a flotation device if needed.

ARMS

Catch-Up Drill S A

Have students begin in a streamlined position on their fronts. As they do a full pull with one arm, the other arm stays in streamlined position. When the first arm comes to meet the second arm, the second arm begins to pull. Have students practice at least five kicks per arm pull.

Chicken-Wing Drill S A

Have students perform front crawl. When their arms begin the recovery, have them bring their thumbs up and tuck them into their armpits so their upper bodies are propelled by the "wings" created by the forearms. Tell them to keep their arms in a V shape. Explain that the feeling of having their elbows bent severely is the same feeling they want to have during arm recovery.

Instructor note: Use this drill to help correct a persistent windmill-type stroke. Have students swim close to the wall. They will either bend their elbow or hit their hand on the wall.

Fingertip-Drag Drill S A

To reinforce high-elbow recovery, have students practice pulling their thumbs to their sides and dragging their fingertips on the water until they extend out in front for the pull.

Fist Drill S A

Have students perform front crawl with closed hands or holding tennis balls. Have them practice keeping their bodies balanced and feeling the forearm in the stroke.

One-Arm Drill S A

Have students put one arm in front and the other at their sides. Have students perform one-arm front crawl for four to eight strokes, then repeat on the other side. Ask them to focus on arm pull and recovery.

Pull-Buoy Swim S A

Have students, particularly those who can't float or who have a weak flutter kick, perform front crawl with a pull buoy between their legs to provide additional buoyancy, which minimizes kick action and emphasizes arm action.

Shark-Fins Drill S A

During front crawl, have students pretend to make shark fins with their arms. Ask them to practice putting their elbows in first on the recovery.

Throw-It-Away Drill S A

Have students perform front crawl, pretending they have a weight in their hands. After they complete the pull, tell them to throw the "weight" out of the water.

BODY & BREATH CONTROL

Minimum Number of Strokes S A

Have students perform front crawl across the pool and count the number of strokes it takes them to get to the other end. Let them rest, then repeat the swim. Encourage them to make it across with fewer strokes on the second length.

Side-Glide Drill S A

Have students begin in a streamlined position, count three kicks, then body roll to the side as one arm drops to the hip and the other remains extended. Have students count for three to eight kicks before rolling to the other side, then repeat the entire series.

Thumb-Touch Drill S A

Have students perform front crawl. During the pull, have them touch their thumbs to their thighs before overarm recovery.

Skill / Back Crawl

PREREQUISITE



1 Back crawl, 15 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.

2 Back glide, with flutter kick, 25 yd.

Build to 25 yd.

3 Back crawl, pull, 25 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Pull is continuous. Alternate arms. Build to 25 yd.

STAGE PROGRESSION



1 Back crawl, pull, 25 yd.

Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Pull is continuous. Alternate arms. Build to 25 yd.

2 Back glide, with flutter kick, 50 yd.

Build to 50 yd.

3 Flip turn

In chest-deep water, practice flipping forward.

4 Back crawl, pull & flip turn, 50 yd.

Perform back crawl. When nearing wall, flip onto front, tuck chin, and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and stay on back. Build to 50 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Back-Fin Kick (S A)

Have students flutter kick on their backs using flippers. Flippers force the kick to come from the hip.

Variation: Have students hold their arms in a streamlined position or at their sides, or perform arm action.

Back Kick With Kickboard (S A)

Have students hold kickboards to their chests and practice flutter kick on their backs.

ARMS

30-60-90 Drill (S A)

Have students perform back crawl by lifting one arm straight from the leg to 30 degrees, then moving it back to their sides. Have them lift the same arm to 60 degrees and back, then to 90 degrees and back. Finally, have them lift the arm all the way around and back to their sides (full back-crawl pull). Repeat with the other arm.

Bent-Arm Pull Using Rope (S A)

Have students swim on their backs next to the lane rope. Ask them to reach with the arm closest to the lane, grab the lane rope, and pull it to complete an arm pull. The other arm remains at the hip. Repeat on the other side on the return length.

Double-Arm Drill (S A)

Have students perform back crawl using both arms simultaneously with a flutter or dolphin kick. Have them bend the elbows and work on shoulder flexibility.

Little-Finger-First Drill (S A)

Have students perform back crawl, putting their little fingers into the water first on entry (i.e., thumb out, and little finger in).

Sailboat Drill (S A)

Have students perform back crawl. Tell them to begin the pull with their thumbs up. Have them stop their arms at the midpoint (90 degrees), pointing their arms straight up like the mast of a sail, then return their arms to their sides. Alternate arms.

Stop-&-Go Drill (S A)

Have students perform back crawl by lifting one arm straight from the leg to 90 degrees, then moving it back to their sides.

Touch-Down Drill (S A)

Have students perform back crawl, keeping one arm at their hips while the other arm completes its pull and recovery, catching up to the second arm. Repeat with the second arm.

BODY & BREATH CONTROL

Changeover Drill (S A)

Have students perform seven strokes of front crawl, then flip over and swim seven strokes of back crawl.

Goggle Drill (S A)

Have students perform back crawl with their goggles on their foreheads, forcing them to swim without moving their heads so their goggles do not slip off.

Kick-Switch Drill (S A)

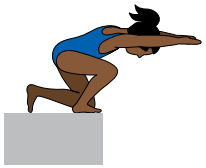
Have students perform back glide and flutter kick with one arm in a streamlined position. Have them kick three to eight times before switching arms and repeating. Have students work to move side to side during the body roll as they reach back with one arm and then the other.

Shoulder-Roll Drill (S A)

Have students kick on back in a streamlined position, with their hands at their sides and their palms down. Have them do three to eight kicks while rotating to the side and lifting their opposite shoulders. Repeat on the other side.

Skill / Dive

PREREQUISITE



1 Dive, sitting

See 5 / Stroke Development.

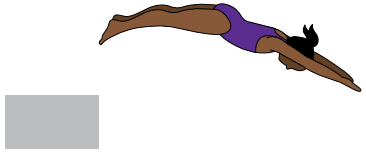
2 Dive, kneeling, over object

Kneel on edge of deep end with one knee on pool deck and the other knee bent, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, kneeling

Same as progression 2, without object.

STAGE PROGRESSION



1 Dive, kneeling

Kneel on edge of deep end with one knee on pool deck and the other knee bent, arms in a streamlined position. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

2 Dive, standing, over object

Stand on edge of deep end, toes on edge of pool deck, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and point hands toward surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, standing

Same as progression 2, without object.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

Chop, Chop, Timber S A

Have students sit on the side of the pool and curl up in a little ball (like a seed). "Water" the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and "grow" when they get wet. "Chop" the students one at a time by lightly tapping at their shins and having them dive into the water.

Diving Contest S A

Run a diving contest. Give "awards" to students for things like smallest splash, straightest dive, silliest dive, etc. Make sure students stay safe when they dive; discourage backward or spinning dives.

Favorite Animal S

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., "Who likes tigers?"). Students dive into the pool when they hear the name of their favorite animal and then return to the wall.

Variation: Use colors, sports, fish, school subjects, etc., as a theme.

Hoop Dive S A

Hold a hoop in the deep end, and have students dive through the hoop.

Variation: Hold the hoop further from the wall, and then have students dive through it. You can also have students dive over a pool noodle.

Long, Shallow Dive S A

Have students dive in and surface glide upon entry. Encourage students to enter the water further out each time, attempting to add distance rather than depth to the dive. Once in the water, have students angle their hands up toward the surface to slow their downward motion as they stay in a streamlined position.

Variation: Once students have mastered this dive, they can start the dive with a back-and-forth arm swing to gain momentum.

Object Dive S A

Have students perform a dive and collect an object at the bottom of the pool.

Variation: If students cannot make it to the bottom, have them dive and swim to a floating object and collect it.

Racing Start S A

Have students stand in a stride position (feet on the pool deck) and attempt a competitive racing start or dive: bent over in a crouched position, fingertips touching the side of the pool, and chin tucked. When you say "Take your mark...go!" students dive into the pool headfirst.

Rocket Booster S

Have students sit on the side of the pool with the soles of their feet on the pool wall, arms over their ears, and hands together over their heads. Have them "blast off" by diving into the water, their noses just missing their knees, and pushing off the wall with their feet (the push is their "rocket booster").

Submarine S

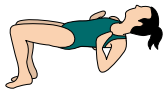
Have students line up at the deep end of the pool with their toes over the edge. Tell students to stand tall and straight with their arms over their heads and their hands together. Say "I am a submarine booster; wait until I come to boost you off." Move behind the students and, one at a time, place your hands on each student's waist and tell the student to bend forward with hands pointing into the water. Guide the student into the water, saying "Blast off!" as each diver is launched. Remind students to steer themselves up once their arms enter the water.

Superhero Dive S

Have students imitate a superhero flying position as they dive. Have them bend over to point their hands toward the water, keeping their heads down and their ears between their arms until their legs are in the water.

Skill / Resting Stroke, Elementary Backstroke

PREREQUISITE



1 Back glide, elementary backstroke kick, 15 yd.

See 4 / Stroke Introduction.

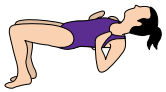
2 Back glide, elementary backstroke arms, 15 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 15 yd.

3 Resting stroke, elementary backstroke, 15 yd.

Combine progressions 1 and 2. Build to 15 yd.

STAGE PROGRESSION



1 Back glide, elementary backstroke kick, 25 yd.

Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 25 yd.

2 Back glide, elementary backstroke arms, 50 yd.

On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 50 yd.

3 Resting stroke, elementary backstroke, 50 yd.

Combine progressions 1 and 2. Build to 50 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Count-the-Kicks Drill S A

Have students swim elementary backstroke kick with a kickboard. Count the number of kicks per length. Have students attempt this drill a few times so they can work on reducing the number of kicks each length.

Inverted Breaststroke Kick S A

Have students perform inverted breaststroke kick while holding the kickboard to their stomachs. Tell them to drop their feet directly below their knees, lift them toward their shins, and turn them out as their legs whip together. The knees should not break the surface of the water.

Noodle Kicks S A

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Breaststroke Kick S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they kick for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras S A

Use the following mantras to describe what elementary backstroke arms look like:

- Tickle, T, Touch
- Monkey, Airplane, Soldier
- Chicken, Airplane, Soldier
- Little Bird, Big Bird, Flap
- Little T, Big T, I

Elementary Backstroke on Land S A

Have students stand on the pool deck and practice elementary backstroke arms: slide hands up sides to armpits, extend arms at shoulder height with palms facing feet, press palms toward feet in a sweeping motion, slide hands up sides again, and repeat.

Variation: Have students try adding a kick motion with one leg while standing.

No-Kick-Pull Drill S A

Have students perform elementary backstroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Tell them not to kick. Ask them to be aware of the push of the paddles against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows. Only use paddles of an appropriate size for short periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress. Use additional stroke drills to correct the drag detected using the paddles.

BODY & BREATH CONTROL

Alternating Glides S A

Have students glide on their backs and perform the elementary backstroke arm pull while keeping their legs together, then glide with their arms at their sides, performing only the kick. Repeat.

Integrated-Movement Mantra S A

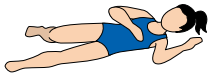
Have students use this mantra to practice synchronizing elementary backstroke arms and legs: "Pull, kick, glide, two, three."

Rocket Glide S A

Have students perform the elementary backstroke and pretend they are rocket ships. With each "blast" (kick and pull of the arms) let them see how far they can last in the glide before blasting off again.

Skill / Resting Stroke, Sidestroke

PREREQUISITE



1 Scissor kick, 25 yd.

Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 25 yd.

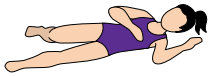
2 Sidestroke, arms, 25 yd.

Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 25 yd.

3 Resting stroke, sidestroke, 25 yd.

Combine progressions 1 and 2. Build to 25 yd.

STAGE PROGRESSION



1 Scissor kick, 50 yd.

Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 50 yd.

2 Sidestroke, arms, 50 yd.

Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 50 yd.

3 Resting stroke, sidestroke, 50 yd.

Combine progressions 1 and 2. Build to 50 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Flotation Kick S A

Have students hold a short barbell or flotation device in one hand and practice scissor kick.

Group Kicking S A

Have all students lie on their sides, facing the same direction, four to five feet apart at the wall. Have all students bend their knees, then stop; extend their legs straight, then stop; and execute a thrust of the legs together, then stop. Then have them recover their legs to a bent position, pause, set the feet, pause, extend the legs, pause, set the feet, and thrust. After students have mastered the various parts of the kick, have them perform recovery-extension-thrust in one continuous motion.

Variation: Have students perform the drill on land, with their legs extended over the edge of the pool, or as an individual drill in which they are supported by a buddy or a kickboard.

Kick at Side of Wall S A

Have students lie on their sides, holding onto the edge of the pool, and practice the scissor kick on each side.

Kick on Land S A

Have students lie on their sides on land and practice the scissor kick.

Noodle Kicks S A

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Kicking S A

Have students practice treading water with a basic scull and scissor kick. Designate which foot goes forward.

ARMS

One-Arm Drill S A

Have students perform sidestroke, pulling with only one arm, while the other arm remains in a streamlined position. Switch arms and repeat.

Pick-an-Apple Drill S A

Have students perform sidestroke, moving their arms as if they were picking an apple from a tree, putting it in a basket, then reaching for another.

Pull-Buoy Arm Drill S A

Have students practice sidestroke arm pull with a pull buoy between their legs.

BODY & BREATH CONTROL

Arm-Leg Coordination S A

With or without a flotation device, have students perform sidestroke with a focus on coordinating each arm independently with the scissor kick. Then have them try the entire stroke, first with a flotation device, if desired, then without one.

Kicking With Arm Assist S A

Have students perform sidestroke. To emphasize the timing of the top arm and the leg kick, have them hold onto their top leg with their top arm and push on the leg with the arm during the kick. Repeat on both sides.

Variation: Have students practice breathing by exhaling with their faces in the water during the glide and inhaling during the body roll as the bottom arm begins the pull.

Sidestroke Mantra S A

Have students use this mantra as they perform sidestroke slowly: "Pull, kick, glide, two, three."

Sidestroke With Kickboard S A

Have students perform sidestroke with a kickboard. Ask them to support their bottom hands with the flotation device and practice coordinating the top arm and kick. After they have accomplished this, have them practice with just the bottom arm and the kick. Finally, have them perform the full stroke without any flotation device.

Skill / Tread Water

PREREQUISITE



1 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, scissor & whip kick, 2 mins.

Same as progression 1. Build to 2 mins.

STAGE PROGRESSION



1 Tread water, scissor & whip kick, 2 mins.

Jump in and tread water for 2 mins. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, retrieve object off bottom, tread 1 min.

Jump in and retrieve object from bottom of pool. Surface, tread water for 1 min., scull with arms, and use any kick to maintain a vertical position. Drop object, swim to wall, and exit.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Kick-Outs S A

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups S A

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

ARMS

Smooth the Sand S A

Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

BODY & BREATH CONTROL

Assembly Line S A

Have students form a single-file line and tread water while passing a dive ring or other object over their heads to the person behind them. Continue until the object reaches the last person, then have them pass the object back to the front of the line.

Honest Abe S

Divide students into two groups. Hand out four to five pennies to each student. Ask students to place half of the pennies facedown on the pool deck and half faceup. Have the students tread water about four feet from the side. Tell them that you will call out statements such as "Running is allowed on the pool deck." If they think the statement is true, they rush out of the water and turn all their pennies faceup; if they think it is not true, they turn all their pennies facedown. The first team to turn over all their pennies correctly wins.

Noodle Push S A

Have students find a partner and face that person with a pool noodle lengthwise between them. Have students put their hands on the pool noodles and tread water as they attempt to push their partner across the pool.

Noodle Stunts S A

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Pretending to row using the breaststroke, crawl-stroke pulls, or variations of sculling
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Placing the pool noodle underneath the body to practice front crawl, butterfly, and breaststroke arms (with no kick)
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees

Tidal Wave S A

Have students tread water in a circle and try to pass a ball around the circle without touching it, using only the movement they create in the water. When the ball goes all the way around the circle, have them reverse direction.

Tread Water in a Circle S A

Have students tread water in a circle while passing a dive ring or small ball around the circle. Build to one to two minutes, depending on stage.

Tread Water in a T-Shirt S A

Have students wear a T-shirt and tread water.

Skill / Breaststroke

PREREQUISITE



1 Breaststroke, kick, 25 yd.

See 5 / Stroke Development.

2 Breaststroke, arms, 25 yd.

Begin with arms stretched out in front, palms facing away from each other. Spread arms apart, bending elbows. Scoop hands toward chest, bring them together, then cut through water back to starting position. Use any kick to propel forward. Build to 25 yd.

3 Breaststroke, 25 yd.

Begin with breaststroke arms. As hands come together in front of chest, lift head to breathe, pull heels up, and begin kick. Inhale and surge forward by submerging face and kicking legs together. Return legs and arms to starting position. Build to 25 yd.

STAGE PROGRESSION



1 Breaststroke, 25 yd.

Begin with breaststroke arms. As hands come together in front of chest, lift head to breathe, pull heels up, and begin kick. Inhale and surge forward by submerging face and kicking legs together. Return legs and arms to starting position. Build to 25 yd.

2 Breaststroke, kick, 50 yd.

Build to 50 yd.

3 Breaststroke, arms, 50 yd.

Build to 50 yd.

4 Open turn

When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.

5 Breaststroke, open turn, 50 yd.

Combine progressions 3 and 4. Build to 50 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Breaststroke Kick on Back S A

Have students perform breaststroke kick on back with a kickboard or arms in a streamlined position.

Chin-Kick Drill S A

Have students perform breaststroke kick while keeping their chins at the surface of the water and their arms at their sides.

Heel-Touch Drill S A

Have students hold their hands together, clasped at the small of their backs, and perform breaststroke kick, taking a breath with every kick at the proper time. Ask students to touch their heels to their fingertips on recovery to practice flexing the foot up and pushing the water back with the soles of the feet.

Kickboard Series S A

Have students practice breaststroke kick with support, such as a kickboard, pool noodle, or other flotation device. If using a kickboard, have students hold it with their arms outstretched. If using a pool noodle, have students place it behind their backs, holding each end in their hands.

Push-Kick Drill S A

Have students perform breaststroke kick while holding onto the wall. Stand behind each student and place your hands on the soles of the student's feet. As the student kicks, use your hands to provide resistance, helping the student practice an effective kick and develop a feel for pushing water with their feet.

Vertical Breaststroke Kick S A

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they bob up for air for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras S A

As students practice breaststroke arms, have them think about the following:

- Make a pizza and cut through the middle.
- Spread peanut butter, scoop the bread together, and cut the sandwich.
- Scoop ice cream and eat it.
- Place hands in a bowl of frosting, scrape frosting off the sides, lick hands, and stretch out to give some frosting to a friend. Remember to "lick and kick" for proper stroke coordination.

Arm-Position Drill S A

Have students perform breaststroke with a pool noodle or other flotation device around their chests, under their armpits. Ask them to pull only, with their heads up. The pool noodle or other flotation device prevents the pull from moving behind the shoulders and strengthens the arms.

Breaststroke Pull With Dolphin Kick S A

Have students perform breaststroke arms with dolphin kick.

Pull With Support S A

Have students practice breaststroke pull with a pull buoy or a pool noodle. Have students place the flotation device between their thighs to discourage kicking.

BODY & BREATH CONTROL

One-Pull-Two-Kicks Drill S A

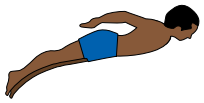
Have students perform breaststroke, pairing one pull with two kicks. Ask them to focus on the glide and breathing at the right time throughout the drill.

Sea Horse Drill S A

Have students perform breaststroke. When they begin the pull, students lift their chests up and thrust their hips forward so their torsos are vertical and their hips and shoulders align. Then they kick into a glide. This should look like an exaggerated breaststroke.

Skill / Butterfly

PREREQUISITE



1 Butterfly, kick, 15 yd.

Push off wall into front glide. Move whole body in a rhythmic motion with hips close to surface. Build to 15 yd.

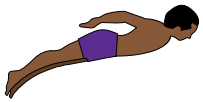
2 Butterfly, simultaneous arm action, 15 yd.

Push off wall into front glide. Begin pull underwater; hands press out, squeeze in, then press out again, making a keyhole shape. Arms accelerate out over water, swing out to the side, and then come back around to the front. Thumbs drop in again to complete recovery.

3 Butterfly, simultaneous arm action & kick, 15 yd.

Combine progressions 1 and 2. Build to 15 yd.

STAGE PROGRESSION



1 Butterfly, simultaneous arm action & kick, 15 yd.

Push off wall into front glide. Move whole body in a rhythmic motion with hips close to surface. Perform front-crawl arms, but move arms simultaneously. Thumbs drop first, almost lining up with eyes. Hands press out, squeeze in, then press out again (with breath). Arms move out over water to the side and around. Thumbs drop in again to complete recovery. Build to 15 yd.

2 Butterfly, kick, 25 yd.

Build to 25 yd.

3 Butterfly, arms, 25 yd.

Build to 25 yd.

4 Open turn

When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.

5 Butterfly, 25 yd.

Combine progressions 3 and 4. Build to 25 yd.

ADVANCED

☒ **Stroke competency achieved**

Challenge advanced students to swim longer distances.

Activities

S School Age
A Teen & Adult

LEGS

Dolphin Kick on Back S A

Have students perform dolphin kick on their backs to practice the knee bend and hip movement.

Dolphin Kick With Kickboard S A

Have students perform dolphin kick with a kickboard, then take the kickboard away and have them perform it without the kickboard.

Head-Down-Kick Drill S A

Have students perform dolphin kick with their heads down, chins tucked, and their arms at their sides, breathing every two kicks.

Head-Up-Kick Drill S A

Have students perform dolphin kick with their heads out of the water.

Side-Kicking Drill S A

Have students perform dolphin kick on their sides in a streamlined position, with six kicks on one side and six kicks on the other.

Single-Leg-Kick Drill S A

In a streamlined position, have students perform butterfly kick with just their right legs, then repeat with their left legs. Ask them what the kick reminds them of (flutter kick).

Underwater Dolphin Kick S A

Have students perform dolphin kick underwater with their hands at their sides, then with their hands in a streamlined position. Ask students to pretend they are fish, mermaids, or dolphins and that their legs are glued together.

ARMS

Arms-Only Drill S A

Have students focus on arm movements by performing butterfly using only their arms and holding a pull buoy between their thighs or dragging their legs.

Keyhole S A

Have students perform butterfly arms standing up: draw a keyhole with arms, focusing on a strong push at the end and overarm recovery.

One-Arm Drill S A

Have students perform butterfly across the pool, pulling with one arm, then swim another length pulling with the other arm. Have them swim a final length with both arms.

Thumb-Touch-Hip Drill S A

Have students perform butterfly and pause when their hands touch their hips while they continuously kick. Repeat.

BODY & BREATH CONTROL

3 x 3 x 3 Build-Up Drill S A

Have students perform butterfly, pulling three times with the right arm, then three times with the left, and finishing with a complete stroke three times.

Butterfly With Fins S A

Have students perform butterfly with fins.

Dolphin Dives S A

Have students perform butterfly by pushing off the bottom, launching out of the water, taking a stroke, then diving back to the bottom to push off again.

Kick-Pull-Kick-Stop Drill S A

Have students begin in a streamlined position, do one kick, and then begin a keyhole pull with their arms. As their hands begin to press past their waists, the second kick takes place; the legs "slam" down as their hands finish the press. Their hands and arms then retract close to their bodies before the hands extend back out, similar to the breaststroke recovery. Repeat.

Pause Drill S A

Have students perform butterfly, pausing at the end of each stroke to practice developing an explosive finish.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 6.1

HYPOTHERMIA

Discuss what hypothermia is:

Hypothermia is when a person's body temperature becomes dangerously low, usually because of prolonged exposure to cold temperatures.

Explain how to prevent hypothermia:

- Cover all exposed areas of skin.
- Keep moving in freezing temperatures, no matter how tired you are.

Discuss how to treat hypothermia:

Warm up gradually, use blankets, and seek medical help.

TOPIC 6.2

RESCUE BREATHING

Ask students why it's dangerous when a person is unconscious or not breathing and what they should do to help:

The person isn't getting any oxygen in the body, which could lead to serious injuries. Call 911 and perform rescue breathing.

Share how to perform rescue breathing:

Blow air into the mouth to inflate the lungs.

Have students practice rescue breathing on a mannequin or kickboard.

TOPIC 6.3

HYPOXIC BLACKOUT

Discuss hypoxic blackout and how it can happen:

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

Discuss how to prevent hypoxic blackout:

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 6.4

BENCHMARK SKILLS

Discuss why it is important to learn to swim long distances:

- It can save your life.
- It's a good way to stay physically active.

Discuss what students can do once they've become strong swimmers:

- Swim team or triathlons
- Synchronized swimming or diving
- Swim instruction and lifeguarding
- Swimming for fun and physical activity

TOPIC 6.5

GOAL SETTING

Ask students why goals are important:

Goals help you focus on something you are trying to do or achieve.

Ask students to set personal swimming goals:

Have them think about the skills they have already learned and what they want to accomplish by the end of the session.

Help them achieve at least one of their goals throughout the session.

TOPIC 6.6

CPR

Ask students what CPR is and why someone would need it:

Cardiopulmonary resuscitation (CPR) helps maintain vital blood flow to the heart and brain. If someone doesn't respond, check for breathing and a pulse. When you can't see, hear, or feel any signs of breathing and you can't find a pulse after 10 seconds, the person probably needs CPR.

Demonstrate how to check for a pulse and to see if someone is breathing by listening, feeling, and watching for signs of breath. Let students practice on one another.

TOPIC 6.7

PHYSICAL ACTIVITY

Discuss why physical activity is important:

It makes your heart healthy, strengthens your muscles and bones, lengthens your life, and prevents illness.

Ask students to list some fun ways to be physically active:

Playing sports, running, swimming, etc.

Swimming is a healthy way to be physically active; it exercises your whole body but is gentle on your joints. The water's buoyancy supports body weight, which means less pressure on your joints.

TOPIC 6.8

CRAMPS

Ask students to describe a cramp:

A cramp is an uncontrolled tightening of muscles, usually in the legs or the feet.

Discuss how to treat cramps experienced while swimming:

For cramps that occur in the pool, swim to the side, climb out, knead and stretch the cramped muscle, and try to walk to release the cramp. For cramps that occur in open water, when you are far from shore, try to knead and stretch the cramped muscle while you are in a resting position.

Session Planner

Instructor: _____ Stage: _____

Time: _____ Session: _____

LESSON	SKILLS	ACTIVITIES	TOPIC
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			

Session Planner continued

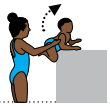
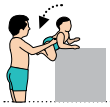
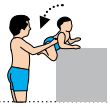
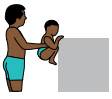
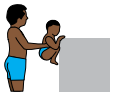
LESSON	SKILLS	ACTIVITIES	TOPIC
Lesson 5			
Lesson 6			
Lesson 7			
Lesson 8			

YMCA Swim Lessons

Hello! My name is _____

I am teaching your child ☐ A / Water Discovery ☐ B / Water Exploration this session.

At the Y, swimming is a life skill. Our swim lessons prepare kids of all ages to stay safe and have fun in the water, building strong swimmers and confident kids. Listed below are the skills we'll be working on this session. I will look for your child to comfortably and consistently perform each skill in order to progress to the next stage. Please feel free to ask me questions about the skills or your child's progress.

A / WATER DISCOVERY	B / WATER EXPLORATION
 **Blow bubbles** on surface, assisted	 **Blow bubbles** mouth & nose submerged, assisted
 **Front tow** chin in water, assisted	 **Front tow** blow bubbles, assisted
 **Water exit** parent & child together	 **Water exit** assisted
 **Water entry** parent & child together	 **Water entry** assisted
 **Back float** assisted, head on shoulder	 **Back float** assisted, head on chest
 **Roll** assisted, back to front & front to back	 **Roll** assisted, back to front & front to back
 **Front float** chin in water, assisted	 **Front float** blow bubbles, assisted
 **Back tow** assisted, head on shoulder	 **Back tow** assisted, head on chest
 **Wall grab** assisted	 **Monkey crawl** assisted, on edge, 5 ft.

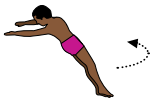
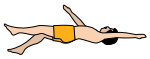
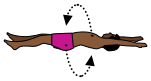
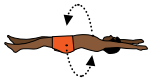
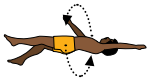
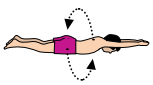
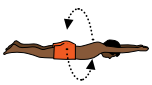
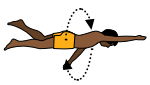
We know families take a variety of forms, so we define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

YMCA Swim Lessons

Hello! My name is _____

I am teaching your child ☐ 1 / Water Acclimation ☐ 2 / Water Movement ☐ 3 / Water Stamina this session.

At the Y, swimming is a life skill. Our swim lessons prepare kids of all ages to stay safe and have fun in the water, building strong swimmers and confident kids. Listed below are the skills we'll be working on this session. I will look for your child to comfortably and consistently perform each skill in order to progress to the next stage. Please feel free to ask me questions about the skills or your child's progress.

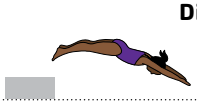
1 / WATER ACCLIMATION	2 / WATER MOVEMENT	3 / WATER STAMINA
 **Submerge** bob independently	 **Submerge** look at object on bottom	 **Submerge** retrieve object in chest-deep water
 **Front glide** assisted, to wall, 5 ft.	 **Front glide** 10 ft. (5 ft. preschool)	 **Swim on front** 15 yd. (10 yd. preschool)
 **Water exit** independently	 **Water exit** independently	 **Water exit** independently
 **Jump, push, turn, grab** assisted	 **Jump, push, turn, grab**	 **Jump, swim, turn, swim, grab** 10 yd.
 **Back float** assisted,10 secs., recover independently	 **Back float** 20 secs. (10 secs. preschool)	 **Swim on back** 15 yd. (10 yd. preschool)
 **Roll** assisted, back to front & front to back	 **Roll** back to front & front to back	 **Roll** back to front & front to back
 **Front float** assisted,10 secs., recover independently	 **Front float** 20 secs. (10 secs. preschool)	
 **Back glide** assisted, at wall, 5 ft.	 **Back glide** 10 ft. (5 ft. preschool)	
	 **Tread water** 10 secs., near wall, & exit	 **Tread water** 1 min. & exit (30 secs. preschool)
 **Swim, float, swim** assisted, 10 ft.	 **Swim, float, swim** 5 yd.	 **Swim, float, swim** 25 yd. (15 yd. preschool)

YMCA Swim Lessons

Hello! My name is _____

I am teaching your child ☐ 4 / Stroke Introduction ☐ 5 / Stroke Development ☐ 6 / Stroke Mechanics this session.

At the Y, swimming is a life skill. Our swim lessons prepare kids of all ages to stay safe and have fun in the water, building strong swimmers and confident kids. Listed below are the skills we'll be working on this session. I will look for your child to comfortably and consistently perform each skill in order to progress to the next stage. Please feel free to ask me questions about the skills or your child's progress.

4 / STROKE INTRODUCTION	5 / STROKE DEVELOPMENT	6 / STROKE MECHANICS
 **Endurance** any stroke or combination of strokes, 25 yd.	 **Endurance** any stroke or combination of strokes, 50 yd.	 **Endurance** any stroke or combination of strokes, 150 yd.
 **Front crawl** rotary breathing, 15 yd.	 **Front crawl** bent-arm recovery, 25 yd.	 **Front crawl** flip turn, 50 yd.
 **Back crawl** 15 yd.	 **Back crawl** pull, 25 yd.	 **Back crawl** pull & flip turn, 50 yd.
 **Dive** sitting	 **Dive** kneeling	 **Dive** standing
 **Resting stroke** elementary backstroke, 15 yd.	 **Resting stroke** sidestroke, 25 yd.	 **Resting stroke** elementary backstroke or sidestroke, 50 yd.
 **Tread water** scissor & whip kick, 1 min.	 **Tread water** scissor & whip kick, 2 mins.	 **Tread water** retrieve object off bottom, tread 1 min.
 **Breaststroke** kick, 15 yd.	 **Breaststroke** 25 yd.	 **Breaststroke** open turn, 50 yd.
 **Butterfly** kick, 15 yd.	 **Butterfly** simultaneous arm action & kick, 15 yd.	 **Butterfly** 25 yd.

Safety & Character Topics

1 / Water Acclimation

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 1.1: BUILDING RELATIONSHIPS

What is your instructor's name?

What are the names of the students in your swim lessons program?

If you can't remember, you can ask next lesson.

Why is it important to learn and use names?

Using names is the first step to getting to know others and making friends.

TOPIC 1.2: THE Y's CORE VALUES

What are the Y's core values?

- Caring
- Honesty
- Respect
- Responsibility

How have you demonstrated each core value at home?

How have you demonstrated each core value at swim lessons?

TOPIC 1.3: LIFEGUARDS

What is the lifeguard's job in the pool area?

- Watches the pool area to make sure everyone is safe while they are swimming
- Makes sure everyone follows the rules and maintains a safe environment

How does a lifeguard keep the pool area safe?

- Constantly scans the pool and responds to unsafe situations
- Is trained to help people when injuries happen

What can you go to the lifeguard for?

- If you are hurt, can't find me or another family member, have a question, or are being bullied

TOPIC 1.4: BENCHMARK SKILLS

What two skills can help you get to the side of the pool if you are in trouble and why are each of them important?

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

Of all the skills you are learning in swim lessons, what are you really good at? What do you need to improve?

Safety & Character Topics continued

TOPIC 1.5: SUPERVISION

Why is it important to have an adult present, supervising and watching you, when you are in the water?

An adult can make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

If an adult is on the phone or reading a magazine, is he or she closely watching you?

No. The adult is distracted. Wait to enter the water until the adult can be attentive in case you need help quickly.

TOPIC 1.6: REACH OR THROW, DON'T GO

Why shouldn't you jump in to save a friend who is struggling in the water?

A panicked person in the water can grab you and pull you under.

What can you do to help your friend?

Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. You can use anything long enough to extend your reach or help your friend float, such as a pool noodle.

TOPIC 1.7: LIFE JACKETS

When should life jackets be used?

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

What does a proper life jacket have?

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 1.8: SAFE SWIM AREA

What could be dangerous in the pool?

- Broken glass
- Cloudy water
- Diving in shallow water
- Swimming without an adult present
- Pool drains

Remember, it's never safe to approach water without an adult with you. Always look before you leap.

Safety & Character Topics

2 / Water Movement

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 2.1: BUILDING RELATIONSHIPS

What is your instructor's name?

What are the names of the students in your swim lessons program?

If you can't remember, you can ask next lesson.

Why is it important to learn and use names?

Using names is the first step to getting to know others and making friends.

TOPIC 2.2: THE Y's CORE VALUES

What are the Y's core values?

- Caring
- Honesty
- Respect
- Responsibility

How have you demonstrated each core value at home?

How have you demonstrated each core value at swim lessons?

TOPIC 2.3: FIND HELP

Who can help you in the pool area?

- Parents and other family members
- Lifeguards
- Swim Instructors

What can you go to that person for?

- If you are hurt
- If you can't find me or another family member
- If you have a question
- If you are being bullied
- If someone else is doing something unsafe

TOPIC 2.4: BENCHMARK SKILLS

What two skills can help you get to the side of the pool if you are in trouble and why are each of them important?

- **Jump, push, turn, grab** helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out.
- **Swim, float, swim** helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out.

Of all the skills you are learning in swim lessons, what are you really good at? What do you need to improve?

Safety & Character Topics continued

TOPIC 2.5: SUPERVISION

Why is it important to have an adult present, supervising and watching you, when you are in the water?

An adult can make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

If an adult is on the phone or reading a magazine, is he or she closely watching you?

No. The adult is distracted. Wait to enter the water until the adult can be attentive in case you need help quickly.

TOPIC 2.6: LIFE JACKETS

When should life jackets be used?

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

What does a proper life jacket have?

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 2.7: REACH OR THROW, DON'T GO

Why shouldn't you jump in to save a friend who is struggling in the water?

A panicked person in the water can grab you and pull you under.

What can you do to help your friend?

Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. You can use anything long enough to extend your reach or help your friend float, such as a pool noodle.

TOPIC 2.8: BACKYARD POOLS

What are some things you can do to keep yourself safe in your, or a friend's, backyard pool?

- Don't swim without permission or without adult supervision.
- Ask an adult for help if you want something in or around the pool.
- Keep your hands, fingers, feet, and toes out of any openings in the pool, such as grates.
- Don't swim or play in hot tubs or whirlpools.

Safety & Character Topics

3 / Water Stamina

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 3.1: BUILDING RELATIONSHIPS

What is your instructor's name?

What are the names of the students in your swim lessons program?

If you can't remember, you can ask next lesson.

Why is it important to learn and use names?

Using names is the first step to getting to know others and making friends.

TOPIC 3.2: THE Y's CORE VALUES

What are the Y's core values?

- Caring
- Honesty
- Respect
- Responsibility

How have you demonstrated each core value at home?

How have you demonstrated each core value at swim lessons?

TOPIC 3.3: SUN SAFETY

What can happen if you are out in the sun too long (without any protection)?

- Sunburn
- Heatstroke
- Dehydration

What can provide protection from the sun?

- Sunscreen
- Hat
- Sunglasses
- T-shirt
- Drinking water
- Staying in the shade

TOPIC 3.4: BENCHMARK SKILLS

Why is swimming important?

It's a lifelong skill, it can save your life, and it's fun!

You've learned skills to help you get to the side of the pool if you are in trouble. What else do you need to do to become a strong swimmer?

Learn swimming strokes and swim long distances.

What can you do once you've become a strong swimmer?

Swim team or triathlons, synchronized swimming or diving, swim instruction and lifeguarding, and swimming for fun and physical activity

Safety & Character Topics continued

TOPIC 3.5: LIFE JACKETS

When should life jackets be used?

Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.

What does a proper life jacket have?

A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.

TOPIC 3.6: SUPERVISION

Why is it important to have an adult present, supervising and watching you, when you are in the water?

An adult can make sure you are safe and help you if you are in trouble. Remember to always ask permission before going near any water.

If an adult is on the phone or reading a magazine, is he or she closely watching you?

No. The adult is distracted. Wait to enter the water until the adult can be attentive in case you need help quickly.

TOPIC 3.7: CALL 911

When should you call 911?

Call 911 if you think a person is in trouble and there is no adult nearby.

What do you tell the 911 operator?

- Your first and last name
- The address of your location
- The telephone number you're calling from
- What happened and how many people are hurt

TOPIC 3.8: POOL DRAINS

What do pool drains do?

Pool drains pull water into the filtration system so it can be cleaned and returned to the pool.

Why can pool drains be dangerous?

Swimmers can get stuck on a drain in deep water and not be able to get to the surface.

What two rules should you follow related to drains?

- Don't swim or play around pool drains.
- Don't swim in a pool that is missing drain covers.

Safety & Character Topics

4 / Stroke Introduction

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 4.1: WEATHER

Why do we have to pay attention to weather if we are swimming?

Storms can come up fast and produce strong winds, heavy rain, and lightning.

What should we do in potentially dangerous weather?

- Monitor threatening weather.
- When thunder roars, go indoors.
- Postpone aquatic activities and get to a safer structure.
- The pool can be considered safe to reoccupy 30 minutes after the last lightning is seen or thunder is heard.

TOPIC 4.2: FIRST AID

What are the basic first aid steps you should take if someone is bleeding?

- Call for help.
- Get gloves and put them on.
- Cover the wound.
- Apply direct pressure.

TOPIC 4.3: HYPOXIC BLACKOUT

What is hypoxic blackout and how can it happen?

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

How can you prevent hypoxic blackout?

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 4.4: OPEN WATER

What are some of the dangers of open water?

- Swimmers can get caught in currents.
- It's harder to supervise swimmers.
- Cold water can make swimming and floating more difficult.

What are some things you can do to keep yourself safe in open water?

- Know how to swim.
- Never swim alone.
- Always swim near a lifeguard.
- Don't float where you can't swim.
- Don't fight the current. If you get caught, just go with the flow.
- Don't dive in headfirst.

Safety & Character Topics continued

TOPIC 4.5: GOAL SETTING

Why are goals important?

Goals help you focus on something you are trying to do or achieve.

What is your personal swimming goal?

TOPIC 4.6: HEART RATE

What is a heart rate?

Your heart rate is the rate at which your heart beats. If someone is found unconscious, you can check his or her heart rate to determine what action to take.

How do you find your heart rate?

Place your index and middle fingers to your neck or wrist to find your pulse. Count the beats for 10 seconds. Multiply the number of beats by six to determine your heart rate.

You can also use heart rate to determine how hard you are exercising. The faster your heart rate, the harder your body is working.

TOPIC 4.7: NUTRITION

What can you eat or drink to keep your body and mind healthy?

Drink plenty of water and choose healthy foods like fruits, veggies, and whole grains.

What are the benefits of choosing water over sugary drinks?

Water is essential to life. It is the best for giving us energy and keeping us hydrated.

TOPIC 4.8: BOATING

What are some dangers of boating?

- The boat could capsize or collide with another boat.
- Drownings can occur when boaters do not wear life jackets.

What are some things you can do to keep yourself safe in a boat?

- Wear a United States Coast Guard–approved life jacket.
- Don't stand up in small boats.
- Don't overload the boat.
- Don't boat at night or in low-visibility conditions.

Safety & Character Topics

5 / Stroke Development

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 5.1: HELP TECHNIQUE

What is the Heat Escape Lessening Position (HELP)?

If the water is cold, you will need to protect yourself from overexposure by getting into the HELP position: Cross your arms over your chest and hug your body. Cross your ankles, lean back slightly, and keep your head above water.

TOPIC 5.2: SHOCK

What does it mean if someone is in shock?

Shock is a medical condition that occurs when the body doesn't provide enough oxygenated blood to all tissues. Symptoms include pale skin, rapid pulse, rapid and shallow breathing, cold and sweaty skin, nausea, and vomiting.

How do you help someone in shock?

- Call 911.
- Treat any serious bleeding.
- Have the person rest comfortably.
- Conserve the person's body heat.
- Do not give the person anything to eat or drink.

TOPIC 5.3: HYPOXIC BLACKOUT

What is hypoxic blackout and how can it happen?

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

How can you prevent hypoxic blackout?

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 5.4: HUDDLE POSITION

If there are multiple people in the water and you need to stay warm, what should you do?

Adopt the huddle position, which was developed to help a group of people preserve body heat by sharing heat if they are in the water for a long period of time.

Safety & Character Topics continued

TOPIC 5.5: GOAL SETTING

Why are goals important?

Goals help you focus on something you are trying to do or achieve.

What is your personal swimming goal?

TOPIC 5.6: ABDOMINAL THRUSTS

What does it mean when someone is choking?

Choking occurs when a person can't breathe because something is blocking his or her airway.

What usually causes someone to choke?

Choking can happen when someone gets food or an object stuck in his or her throat.

What should you do to help someone who may be choking?

Call 911 and perform abdominal thrusts, which help to dislodge the object stuck in the person's throat.

TOPIC 5.7: REST & RELAXATION

What contributes to feeling rested and relaxed?

- Turning off screens, especially before bed, to allow your mind to rest
- Sleeping 8 to 10 hours a night
- Going to bed at the same time every night

Why is it important to get enough rest?

- So you have enough energy for the next day
- To prevent illness
- So your brain and body can grow and remain healthy

TOPIC 5.8: WATER PARKS

What are some safety rules at water parks?

- Stay with your group and arrange a spot to meet if you get separated.
- Follow the rules of the slide; ride in the proper position, as directed.
- Walk, don't run.
- Listen to and obey lifeguards.
- Put on sunscreen regularly.
- In a wave pool, know the depth of the water you are entering; listen for the signal that the waves are starting.

Safety & Character Topics

6 / Stroke Mechanics

At every swim lesson, we cover one safety or character topic. To reinforce what your child is learning, ask the following questions at home or in the car:

TOPIC 6.1: HYPOTHERMIA

What is hypothermia?

Hypothermia occurs when a person's body temperature becomes dangerously low, usually because of prolonged exposure to cold temperatures.

What are some things you can do to prevent hypothermia?

- Cover all exposed areas of skin.
- Keep moving in freezing temperatures, no matter how tired you are.

How might you treat hypothermia?

- Warm up gradually.
- Use blankets.
- Seek medical help.

TOPIC 6.2: RESCUE BREATHING

Why is it dangerous when a person is unconscious or not breathing?

The person isn't getting any oxygen, which could lead to serious injuries.

What should you do to help someone who is not breathing?

Call 911 and perform rescue breathing.

How do you perform rescue breathing?

Blow air into the mouth to inflate the lungs.

TOPIC 6.3: HYPOXIC BLACKOUT

What is hypoxic blackout and how can it happen?

Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.

How can you prevent hypoxic blackout?

- Don't hold your breath and swim underwater for long distances.
- When swimming short distances underwater, always have a buddy.

TOPIC 6.4: BENCHMARK SKILLS

Why is it important to learn to swim long distances?

- It can save your life.
- It's a good way to stay physically active.

What can you do once you've become a strong swimmer?

- Swim team or triathlons
- Synchronized swimming or diving
- Swim instruction and lifeguarding
- Swimming for fun and physical activity

Safety & Character Topics continued

TOPIC 6.5: GOAL SETTING

Why are goals important?

Goals help you focus on something you are trying to do or achieve.

What is your personal swimming goal?

TOPIC 6.6: CPR

What is CPR?

Cardiopulmonary resuscitation (CPR) helps maintain vital blood flow to the heart and brain.

How can you tell if someone needs CPR?

If someone doesn't respond, check for breathing and a pulse. When you can't see, hear, or feel any signs of breathing and you can't find a pulse after 10 seconds, the person probably needs CPR.

TOPIC 6.7: PHYSICAL ACTIVITY

Why is physical activity important?

It makes your heart healthy, strengthens your muscles and bones, lengthens your life, and prevents illness.

What are some fun ways to be physically active?

- Playing sports (basketball, soccer, etc.)
- Running
- Swimming

Swimming is a healthy way to be physically active; it exercises your whole body but is gentle on your joints. The water's buoyancy supports body weight, which means less pressure on your joints.

TOPIC 6.8: CRAMPS

What is a cramp?

A cramp is an uncontrolled tightening of muscles, usually in the legs or the feet.

How do you treat cramps you experience while swimming?

For cramps that occur in the pool, swim to the side, climb out, knead and stretch the cramped muscle, and try to walk to release the cramp. For cramps that occur in open water, when you are far from shore, try to knead and stretch the cramped muscle while you are in a resting position.

A / WATER DISCOVERY

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ A / Water Discovery ☐ B / Water Exploration

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
on surface, assisted



☐ **Front tow**
chin in water, assisted



☐ **Water exit**
parent & child together



☐ **Water entry**
parent & child together



☐ **Back float**
assisted, head on shoulder



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
chin in water, assisted



☐ **Back tow**
assisted, head on shoulder



☐ **Wall grab**
assisted

YMCA Swim Lessons

A / WATER DISCOVERY

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ A / Water Discovery ☐ B / Water Exploration

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
on surface, assisted



☐ **Front tow**
chin in water, assisted



☐ **Water exit**
parent & child together



☐ **Water entry**
parent & child together



☐ **Back float**
assisted, head on shoulder



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
chin in water, assisted



☐ **Back tow**
assisted, head on shoulder



☐ **Wall grab**
assisted

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

B / WATER EXPLORATION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ B / Water Exploration ☐ 1 / Water Acclimation

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
mouth & nose submerged, assisted



☐ **Front tow**
blow bubbles, assisted



☐ **Water exit**
assisted



☐ **Water entry**
assisted



☐ **Back float**
assisted, head on chest



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
blow bubbles, assisted



☐ **Back tow**
assisted, head on chest



☐ **Monkey crawl**
assisted, on edge, 5 ft.

YMCA Swim Lessons

B / WATER EXPLORATION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ B / Water Exploration ☐ 1 / Water Acclimation

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
mouth & nose submerged, assisted



☐ **Front tow**
blow bubbles, assisted



☐ **Water exit**
assisted



☐ **Water entry**
assisted



☐ **Back float**
assisted, head on chest



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
blow bubbles, assisted



☐ **Back tow**
assisted, head on chest



☐ **Monkey crawl**
assisted, on edge, 5 ft.

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

1 / WATER ACCLIMATION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 1 / Water Acclimation ☐ 2 / Water Movement

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved

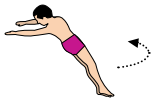


☐ **Submerge**
bob independently

☐ **Front glide**
assisted, to wall, 5 ft.



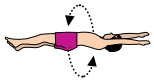
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**
assisted



☐ **Back float**
assisted, 10 secs., recover independently



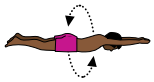
☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
assisted, 10 secs., recover independently



☐ **Back glide**
assisted, at wall, 5 ft.



☐ **Swim, float, swim**
assisted, 10 ft.

YMCA Swim Lessons

1 / WATER ACCLIMATION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 1 / Water Acclimation ☐ 2 / Water Movement

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved

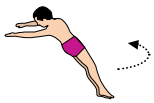


☐ **Submerge**
bob independently

☐ **Front glide**
assisted, to wall, 5 ft.



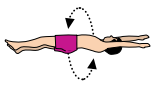
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**
assisted



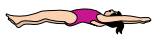
☐ **Back float**
assisted, 10 secs., recover independently



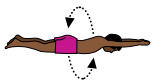
☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
assisted, 10 secs., recover independently



☐ **Back glide**
assisted, at wall, 5 ft.



☐ **Swim, float, swim**
assisted, 10 ft.

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

2 / WATER MOVEMENT

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 2 / Water Movement ☐ 3 / Water Stamina

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Submerge**
look at object on bottom

☐ **Front glide**
10 ft. (5 ft. preschool)



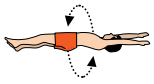
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**



☐ **Back float**
20 secs. (10 secs. preschool)



☐ **Roll**
back to front & front to back



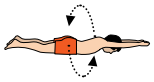
☐ **Front float**
20 secs. (10 secs. preschool)



☐ **Back glide**
10 ft. (5 ft. preschool)



☐ **Tread water**
10 secs., near wall, & exit



☐ **Swim, float, swim**
5 yd.

YMCA Swim Lessons

2 / WATER MOVEMENT

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 2 / Water Movement ☐ 3 / Water Stamina

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved

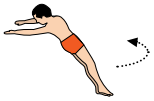


☐ **Submerge**
look at object on bottom

☐ **Front glide**
10 ft. (5 ft. preschool)



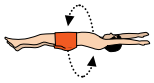
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**



☐ **Back float**
20 secs. (10 secs. preschool)



☐ **Roll**
back to front & front to back



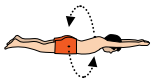
☐ **Front float**
20 secs. (10 secs. preschool)



☐ **Back glide**
10 ft. (5 ft. preschool)



☐ **Tread water**
10 secs., near wall, & exit



☐ **Swim, float, swim**
5 yd.

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

3 / WATER STAMINA

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 3 / Water Stamina ☐ 4 / Stroke Introduction

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



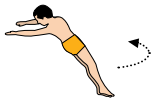
☐ **Submerge**
retrieve object in chest-deep water



☐ **Swim on front**
15 yd. (10 yd. preschool)



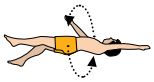
☐ **Water exit**
independently



☐ **Jump, swim, turn, swim, grab**
10 yd.



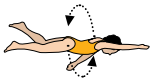
☐ **Swim on back**
15 yd. (10 yd. preschool)



☐ **Roll**
back to front & front to back



☐ **Tread water**
1 min. & exit (30 secs. preschool)



☐ **Swim, float, swim**
25 yd. (15 yd. preschool)

YMCA Swim Lessons

3 / WATER STAMINA

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 3 / Water Stamina ☐ 4 / Stroke Introduction

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



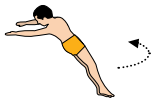
☐ **Submerge**
retrieve object in chest-deep water



☐ **Swim on front**
15 yd. (10 yd. preschool)



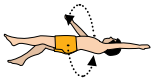
☐ **Water exit**
independently



☐ **Jump, swim, turn, swim, grab**
10 yd.



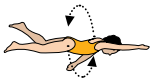
☐ **Swim on back**
15 yd. (10 yd. preschool)



☐ **Roll**
back to front & front to back



☐ **Tread water**
1 min. & exit (30 secs. preschool)



☐ **Swim, float, swim**
25 yd. (15 yd. preschool)

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

4 / STROKE INTRODUCTION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 4 / Stroke Introduction ☐ 5 / Stroke Development

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 25 yd.



☐ **Front crawl**
rotary breathing, 15 yd.



☐ **Back crawl**
15 yd.



☐ **Dive**
sitting



☐ **Resting stroke**
elementary backstroke, 15 yd.



☐ **Tread water**
scissor & whip kick, 1 min.



☐ **Breaststroke**
kick, 15 yd.



☐ **Butterfly**
kick, 15 yd.

YMCA Swim Lessons

4 / STROKE INTRODUCTION

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 4 / Stroke Introduction ☐ 5 / Stroke Development

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 25 yd.



☐ **Front crawl**
rotary breathing, 15 yd.



☐ **Back crawl**
15 yd.



☐ **Dive**
sitting



☐ **Resting stroke**
elementary backstroke, 15 yd.



☐ **Tread water**
scissor & whip kick, 1 min.



☐ **Breaststroke**
kick, 15 yd.



☐ **Butterfly**
kick, 15 yd.

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

5 / STROKE DEVELOPMENT

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 5 / Stroke Development ☐ 6 / Stroke Mechanics

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 50 yd.



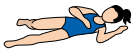
☐ **Front crawl**
bent-arm recovery, 25 yd.



☐ **Back crawl**
pull, 25 yd.



☐ **Dive**
kneeling



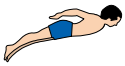
☐ **Resting stroke**
sidestroke, 25 yd.



☐ **Tread water**
scissor & whip kick, 2 mins.



☐ **Breaststroke**
25 yd.



☐ **Butterfly**
simultaneous arm action & kick, 15 yd.

YMCA Swim Lessons

5 / STROKE DEVELOPMENT

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 5 / Stroke Development ☐ 6 / Stroke Mechanics

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 50 yd.



☐ **Front crawl**
bent-arm recovery, 25 yd.



☐ **Back crawl**
pull, 25 yd.



☐ **Dive**
kneeling



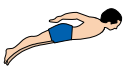
☐ **Resting stroke**
sidestroke, 25 yd.



☐ **Tread water**
scissor & whip kick, 2 mins.



☐ **Breaststroke**
25 yd.



☐ **Butterfly**
simultaneous arm action & kick, 15 yd.

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

6 / STROKE MECHANICS

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 6 / Stroke Mechanics ☐ Other:

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 150 yd.



☐ **Front crawl**
flip turn, 50 yd.



☐ **Back crawl**
pull & flip turn, 50 yd.



☐ **Dive**
standing



☐ **Resting stroke**
elementary backstroke or sidestroke, 50 yd.



☐ **Tread water**
retrieve object off bottom, tread 1 min.



☐ **Breaststroke**
open turn, 50 yd.



☐ **Butterfly**
25 yd.

YMCA Swim Lessons

6 / STROKE MECHANICS

Mid-Session Report

Student: _____ Instructor: _____ Date: _____

My next stage should be: ☐ 6 / Stroke Mechanics ☐ Other:

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 150 yd.



☐ **Front crawl**
flip turn, 50 yd.



☐ **Back crawl**
pull & flip turn, 50 yd.



☐ **Dive**
standing



☐ **Resting stroke**
elementary backstroke or sidestroke, 50 yd.



☐ **Tread water**
retrieve object off bottom, tread 1 min.



☐ **Breaststroke**
open turn, 50 yd.



☐ **Butterfly**
25 yd.

YMCA Swim Lessons

Swimmer Feedback

I'm awesome at:

I can improve on:

Swimmer Feedback

I'm awesome at:

I can improve on:

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land or in a bathtub, it becomes easier to perform in the water.

1 Position



Lie on back in bathtub with straight arms and legs, head tilted slightly back, looking at ceiling.

2 Float



Keeping the back flat and in the water, float for 10 seconds.

3 Relax & Repeat



After 10 seconds, come out of the float position. Rest for a few seconds, then repeat the complete activity three times. Do this activity two to three times throughout the course of the swim lessons session.

BACK FLOAT / BODY POSITION

Home Activities

Developing Good Technique

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Home activities should be performed under adult supervision.

YMCA Swim Lessons

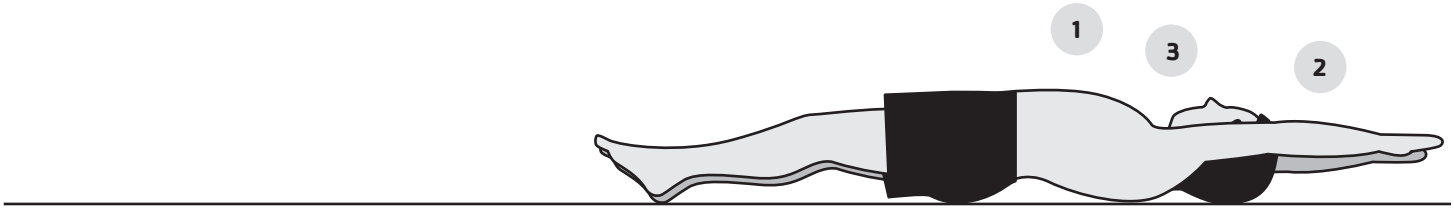
BACK FLOAT / BODY POSITION

Home Activities

Helpful Tips

During the activity, pay attention to the following:

1. Are chest and tummy pointed up?
2. Are elbows straight?
3. Is head tilted slightly back, looking at ceiling?



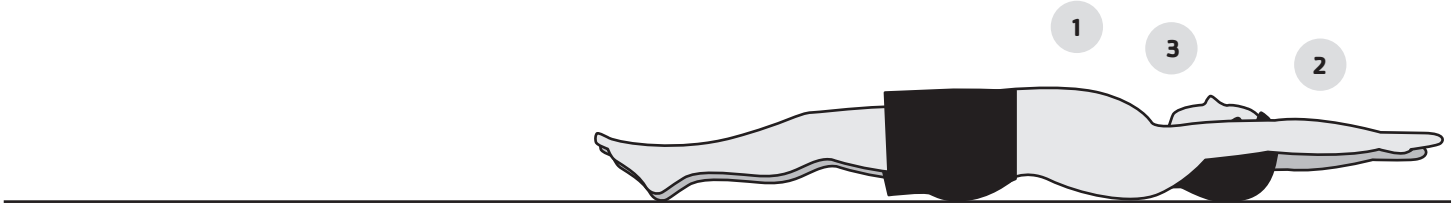
BACK FLOAT / BODY POSITION

Home Activities

Helpful Tips

During the activity, pay attention to the following:

1. Are chest and tummy pointed up?
2. Are elbows straight?
3. Is head tilted slightly back, looking at ceiling?



Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie on back on floor with straight arms and legs. Extend arms in a glide position: hands together, elbows straight, biceps behind ears, and head slightly tiled back, looking at celing.

2 Hold



Keeping the back on the floor, lift legs and arms a couple of inches off the ground and hold for 10 seconds.

3 Relax & Repeat



After 10 seconds, let the arms and legs relax. Rest for a few seconds, then repeat the complete activity three times. Do this activity two to three times throughout the course of the swim lessons session.

Home activities should be performed under adult supervision.

YMCA Swim Lessons

BACK GLIDE / BODY POSITION

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position

Lie on back on floor with straight arms and legs. Extend arms in a glide position: hands together, elbows straight, biceps behind ears, and head slightly tiled back, looking at celing.

2 Hold

Keeping the back on the floor, lift legs and arms a couple of inches off the ground and hold for 10 seconds.

3 Relax & Repeat

After 10 seconds, let the arms and legs relax. Rest for a few seconds, then repeat the complete activity three times. Do this activity two to three times throughout the course of the swim lessons session.

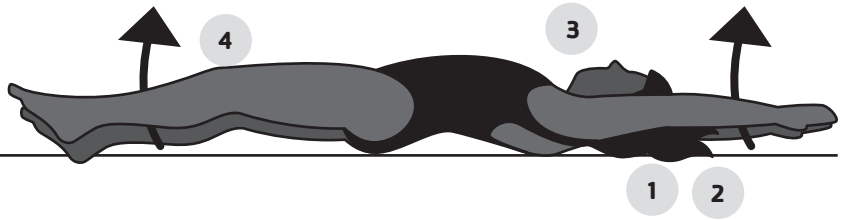
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Are biceps behind ears?
2. Are elbows straight?
3. Is head slightly tilted back?
4. Are legs straight?



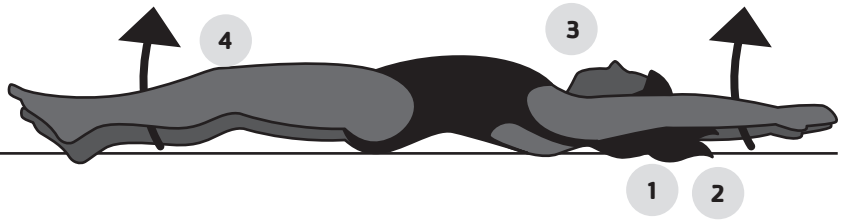
BACK GLIDE / BODY POSITION

Home Activities

Helpful Tips

During the activity, pay attention to the following:

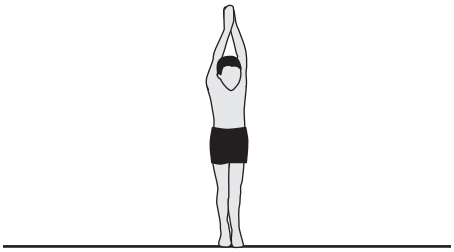
1. Are biceps behind ears?
2. Are elbows straight?
3. Is head slightly tilted back?
4. Are legs straight?



Developing Good Technique

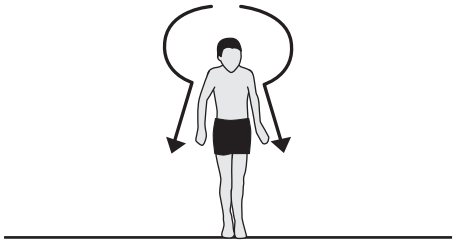
Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



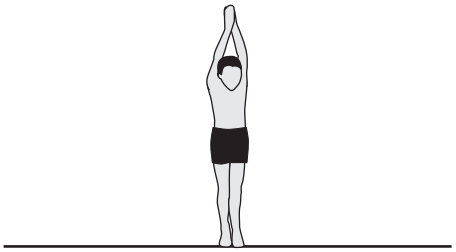
Stand with arms straight overhead.

2 Arm Action



With hands, draw an outline of a large keyhole by pressing in at the chest, then pressing out toward the hips. Bring arms back overhead.

3 Repeat



Repeat 10 times. Do this activity two to three times throughout the course of the swim lessons session.

BUTTERFLY / ARM MOVEMENT

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position

Stand with arms straight overhead.

2 Arm Action

With hands, draw an outline of a large keyhole by pressing in at the chest, then pressing out toward the hips. Bring arms back overhead.

3 Repeat

Repeat 10 times. Do this activity two to three times throughout the course of the swim lessons session.

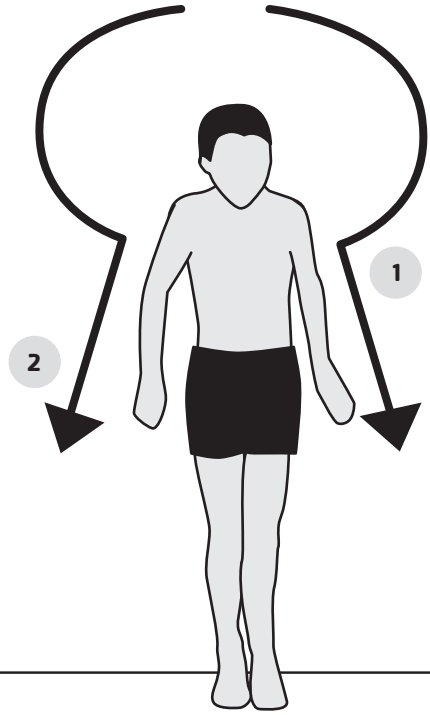
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Do hands press in at the chest, palms facing each other?
2. Do hands press out toward the hips?



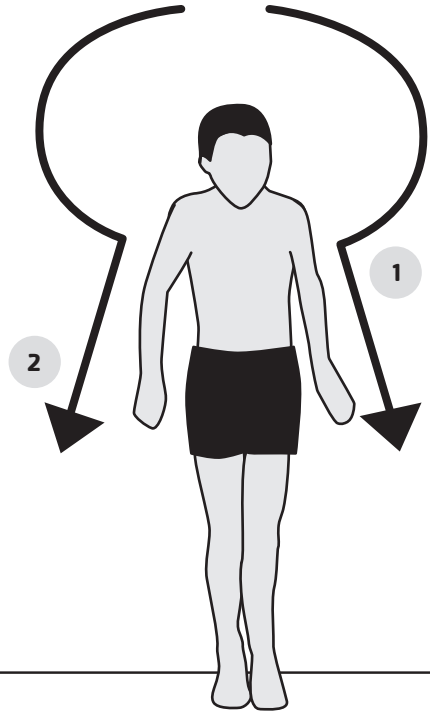
BUTTERFLY / ARM MOVEMENT

Home Activities

Helpful Tips

During the activity, pay attention to the following:

1. Do hands press in at the chest, palms facing each other?
2. Do hands press out toward the hips?



Developing Good Technique

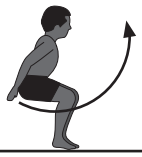
Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Stand with feet shoulder width apart, arms hanging at your sides.

2 Squat & Jump



Squat down until knees are bent about 90 degrees. Immediately swing your arms overhead and jump upward as high as you can.

3 Repeat



Rest for a few seconds, then repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

Home activities should be performed under adult supervision.

DIVE / MOVEMENT

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position

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2 Squat & Jump

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Rest for a few seconds, then repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

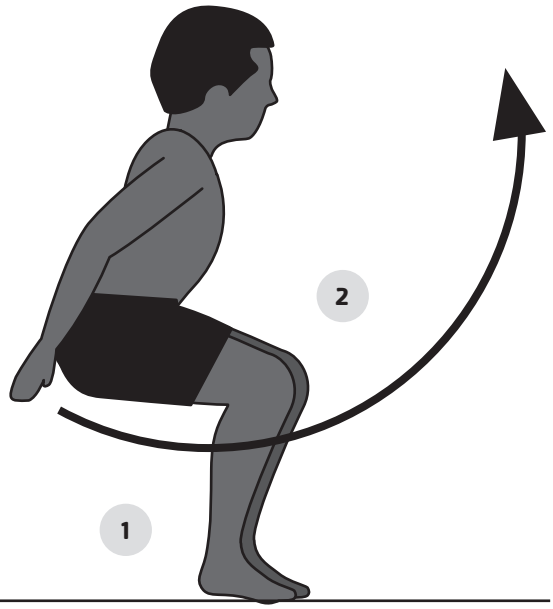
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Are the feet shoulder width apart?
2. Do the knees bend about 90 degrees?



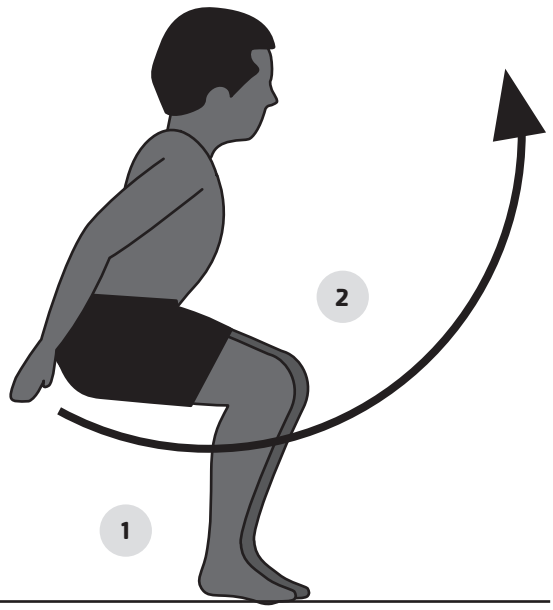
DIVE / MOVEMENT

Home Activities

Helpful Tips

During the activity, pay attention to the following:

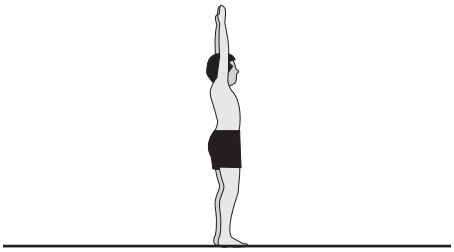
1. Are the feet shoulder width apart?
2. Do the knees bend about 90 degrees?



Developing Good Technique

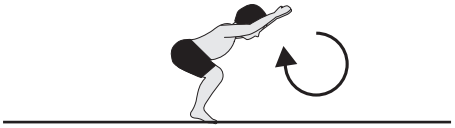
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1 Position



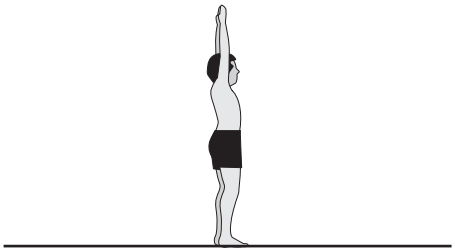
On a soft surface (carpet or mat), stand tall with hands above head. Tuck chin to chest.

2 Somersault



Complete one somersault on the ground and then stand tall with arms reaching overhead.

3 Repeat



Repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

FLIP TURN / MOVEMENT

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position

On a soft surface (carpet or mat), stand tall with hands above head. Tuck chin to chest.

2 Somersault

Complete one somersault on the ground and then stand tall with arms reaching overhead.

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Repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

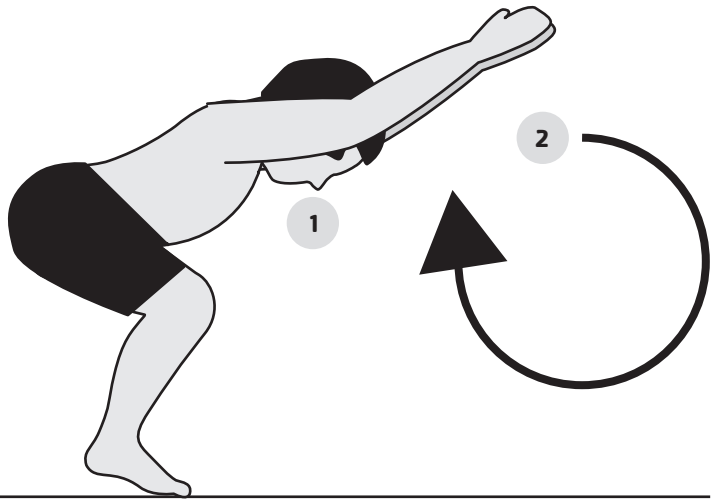
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Is chin tucked?
2. Is the movement smooth?



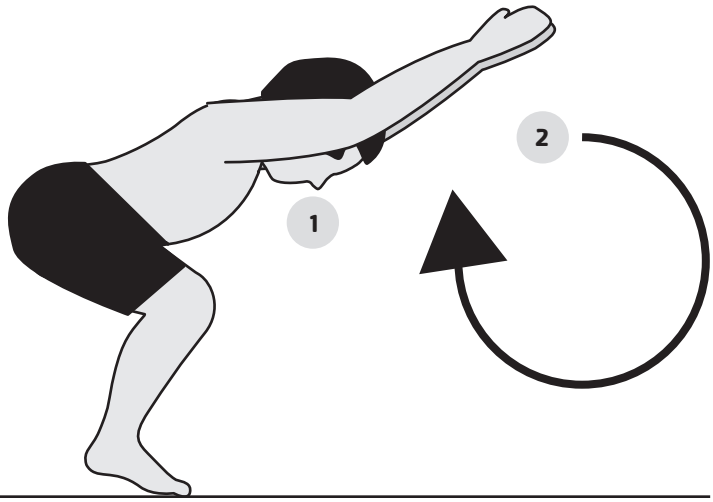
FLIP TURN / MOVEMENT

Home Activities

Helpful Tips

During the activity, pay attention to the following:

1. Is chin tucked?
2. Is the movement smooth?



Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



In a standing position, look straight ahead, not up or down, and extend one arm above the head. Next, begin moving that arm toward the floor as you move the other arm toward the head.

2 Zip Side With Arms



Pretend there is a zipper along the side of the body. When the hand that is moving toward the floor gets to the thigh, use it to "zip up" the side, keeping it in contact with the body at all times, as the other arm begins to move toward the floor.

3 Alternate



Continue the arm motions for 10 cycles, rest, and repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

Home activities should be performed under adult supervision.

YMCA Swim Lessons

FRONT CRAWL / ARM MOVEMENT

Home Activities

Developing Good Technique

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1 Position

In a standing position, look straight ahead, not up or down, and extend one arm above the head. Next, begin moving that arm toward the floor as you move the other arm toward the head.

2 Zip Side With Arms

Pretend there is a zipper along the side of the body. When the hand that is moving toward the floor gets to the thigh, use it to "zip up" the side, keeping it in contact with the body at all times, as the other arm begins to move toward the floor.

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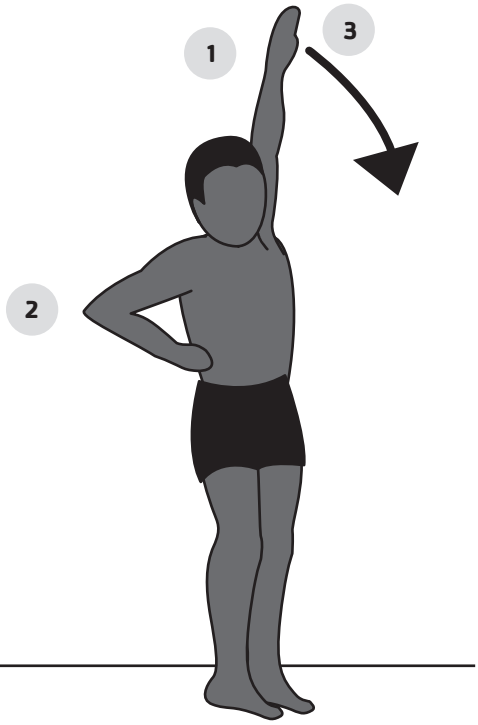
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Do arms alternate their action?
2. Are arms bent and high at elbow?
3. Do arms extend above the head, ending with no bent elbow?



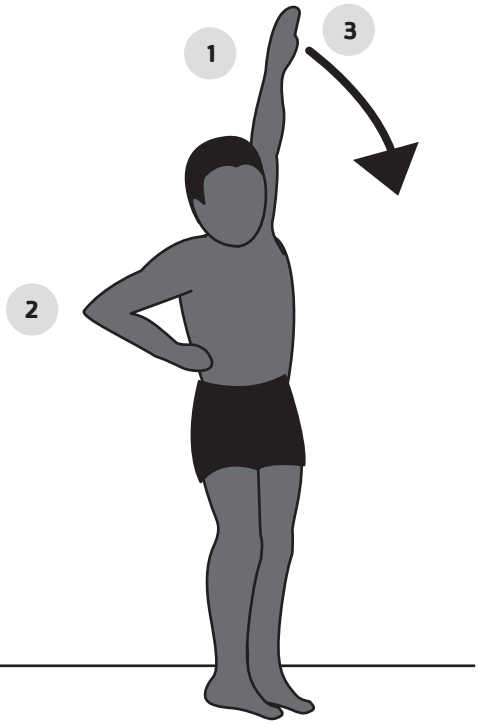
FRONT CRAWL / ARM MOVEMENT

Home Activities

Helpful Tips

During the activity, pay attention to the following:

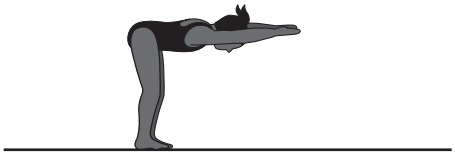
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3. Do arms extend above the head, ending with no bent elbow?



Developing Good Technique

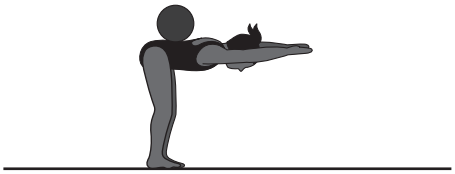
Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



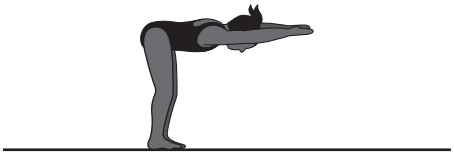
Grab a ball (soccer ball, playground ball, etc.). Bend forward at the hips so chest is parallel to the ground.

2 Hold



Place the ball on your back and try to keep the ball from rolling off. Extend arms in a front-glide position. See how long you can hold the ball on your back.

3 Repeat



Do this activity two to three times throughout the course of the swim lessons session.

FRONT CRAWL / BALANCE

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position

Grab a ball (soccer ball, playground ball, etc.). Bend forward at the hips so chest is parallel to the ground.

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Place the ball on your back and try to keep the ball from rolling off. Extend arms in a front-glide position. See how long you can hold the ball on your back.

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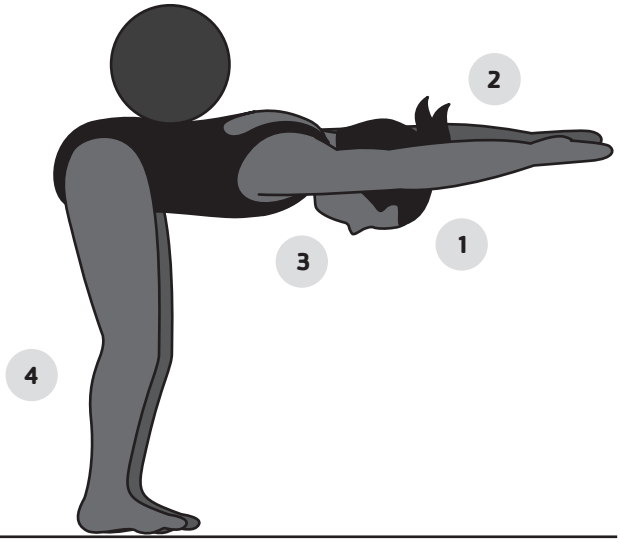
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Are biceps behind ears?
2. Are elbows straight?
3. Is chin tucked?
4. Are legs straight?



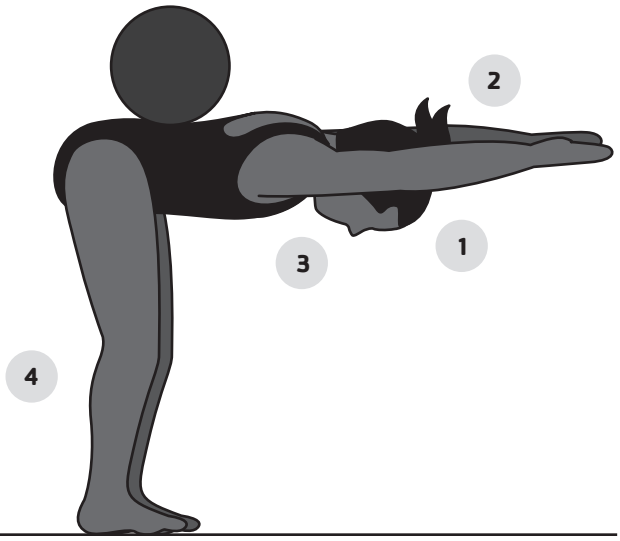
FRONT CRAWL / BALANCE

Home Activities

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Developing Good Technique

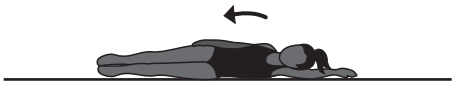
Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie on stomach on floor in a front-glide position: arms together above head, elbows straight, biceps behind ears, and chin tucked.

2 Roll to Side & Kick



Roll onto left side of body, swinging right arm down against the right side while rolling. Hold on side for three seconds, while doing a flutter kick. Roll back to stomach, returning arm overhead.

3 Relax & Repeat



Rest for a few seconds, then repeat on left side. Repeat on each side one more time. Do this activity two to three times throughout the course of the swim lessons session.

FRONT CRAWL / BREATHING

Home Activities

Developing Good Technique

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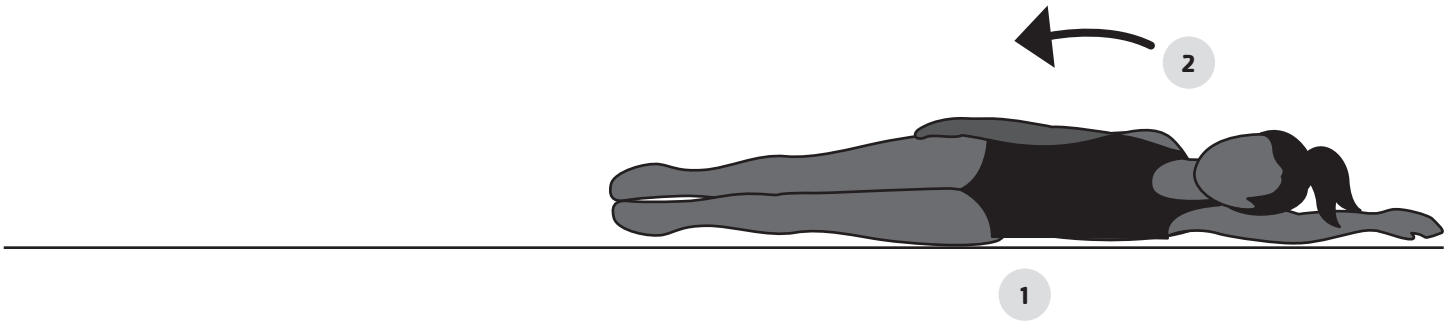
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

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2. Does arm swing down along the side of the body?



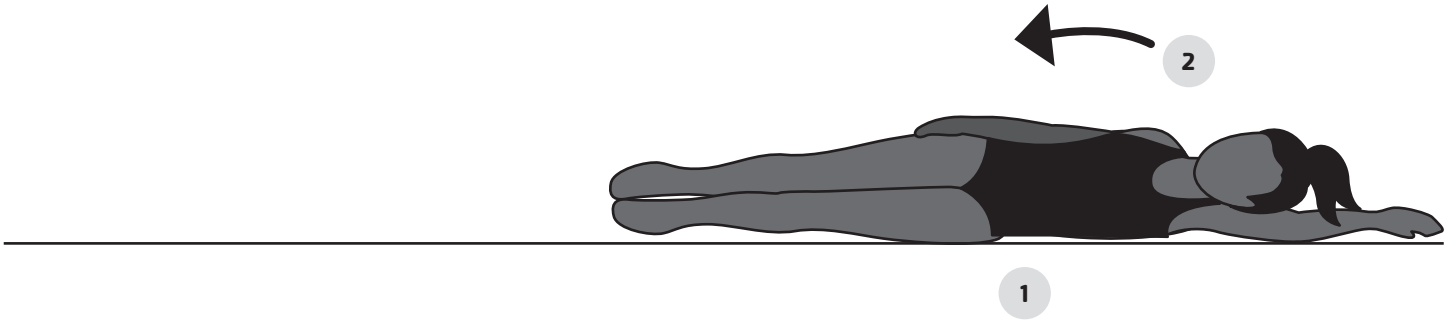
FRONT CRAWL / BREATHING

Home Activities

Helpful Tips

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Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie on floor in a front-glide position with arms and legs hovering a couple of inches off the ground. Keep head down and biceps behind ears.

2 Kick Leg



From the hip, lift one leg up without bending the knee. Keep feet pointed but slightly relaxed.

3 Alternate



Kick the second leg up as you bring the first leg down. Both legs should make the same movement. Continue to alternate legs for 30 seconds. Do this activity two to three times throughout the course of the swim lessons session.

Home activities should be performed under adult supervision.

YMCA Swim Lessons

FRONT CRAWL / LEG MOVEMENT

Home Activities

Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

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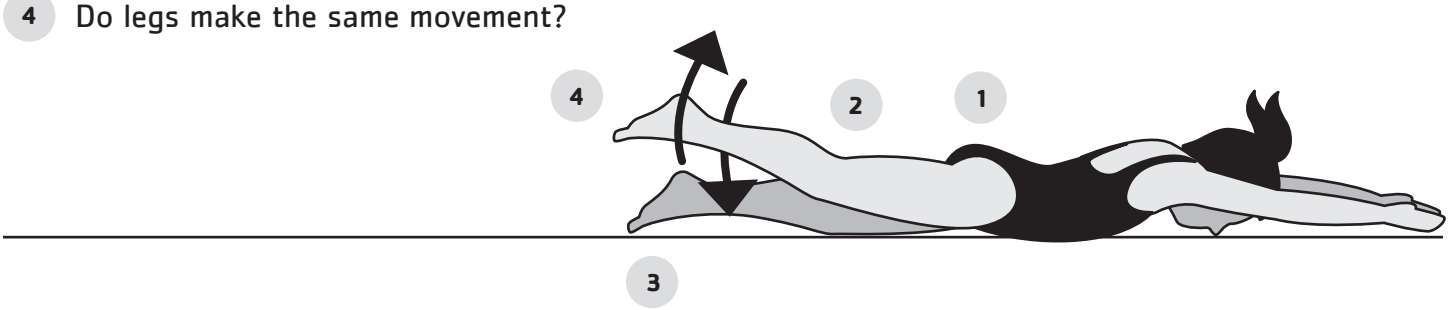
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Does the kick come from the hips?
2. Is the leg straight during the upward kick?
3. Are feet pointed but slightly relaxed?
4. Do legs make the same movement?



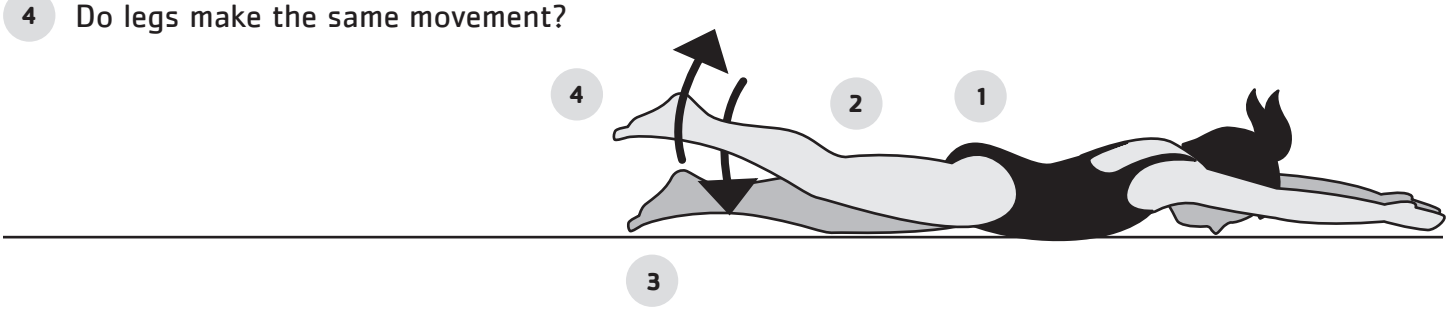
FRONT CRAWL / LEG MOVEMENT

Home Activities

Helpful Tips

During the activity, pay attention to the following:

1. Does the kick come from the hips?
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4. Do legs make the same movement?



Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land or in a bathtub, it becomes easier to perform in the water.

1 Position



Practice front float in the bathtub. Lie on stomach with straight arms and legs.

2 Float



Submerge face, relax body, and float for a few seconds. If hesitant to submerge face, submerge chin or blow bubbles.

3 Relax & Repeat



Move into a sitting position. Rest for a few seconds, then repeat the complete activity three times. Do this activity two to three times throughout the course of the swim lessons session.

Home activities should be performed under adult supervision.

YMCA Swim Lessons

FRONT FLOAT / BODY POSITION

Home Activities

Developing Good Technique

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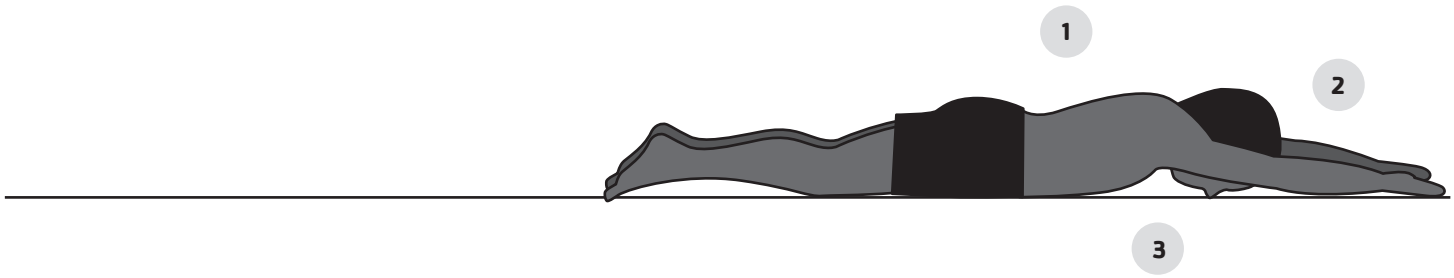
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Is the body relaxed?
2. Are elbows straight?
3. Is chin tucked?



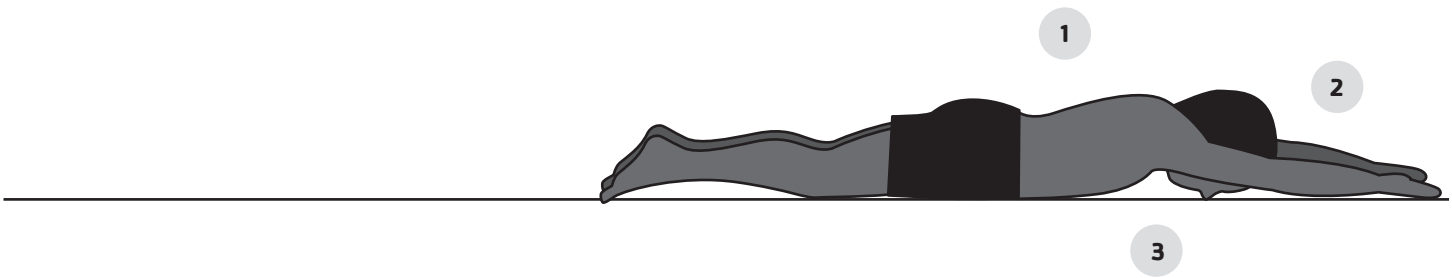
FRONT FLOAT / BODY POSITION

Home Activities

Helpful Tips

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Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie on stomach on floor with straight arms and legs. Extend arms in a glide position: hands together, elbows straight, biceps behind ears, and head down.

2 Hold



Keeping the torso on the ground, lift arms and legs a couple of inches off the ground and hold for five seconds.

3 Relax & Repeat



After five seconds, let the arms and legs relax. Rest for a few seconds, then repeat. Do this activity two to three times throughout the course of the swim lessons session.

FRONT GLIDE / BODY POSITION

Home Activities

Developing Good Technique

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1 Position

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Keeping the torso on the ground, lift arms and legs a couple of inches off the ground and hold for five seconds.

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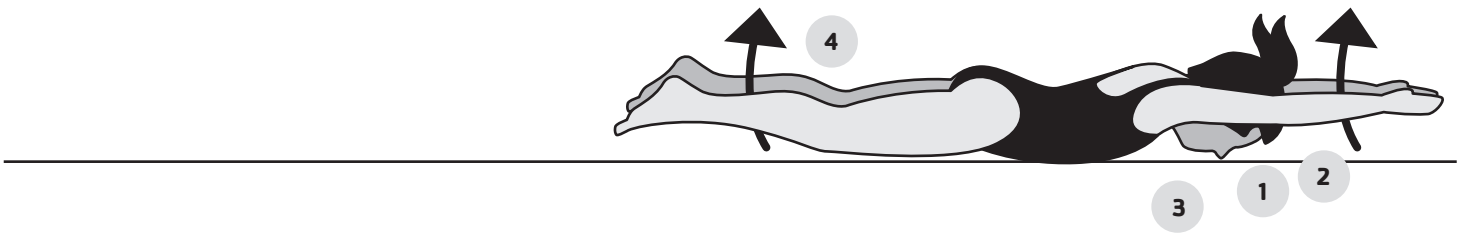
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

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2. Are elbows straight?
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4. Are legs straight?



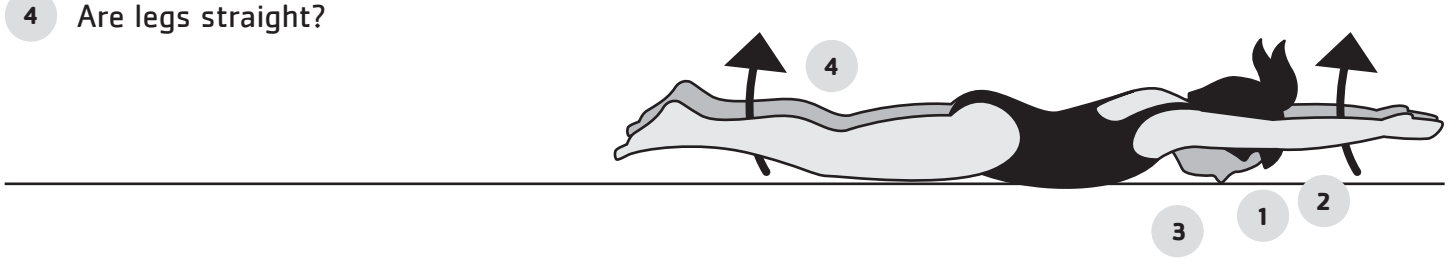
FRONT GLIDE / BODY POSITION

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Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie on the floor on your side with arms and legs straight. Extend one arm in a glide position.

2 Kick Legs



Practice sidestroke kick by moving the top leg forward, the back leg backward, and snap both legs back to center.

3 Repeat



Do 10 kicks, rest, and repeat three times. Do this activity two to three times throughout the course of the swim lessons session.

SIDESTROKE / LEG MOVEMENT

Home Activities

Developing Good Technique

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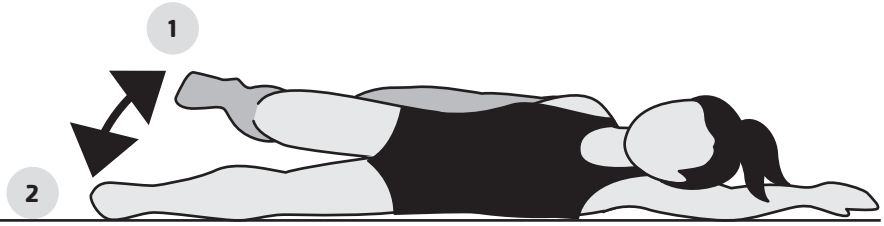
Home activities should be performed under adult supervision.

YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Do legs come together at the end of the kick?
2. Do feet point as they come together?



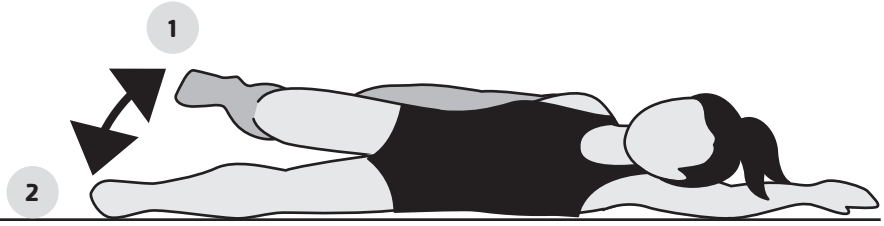
SIDESTROKE / LEG MOVEMENT

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Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land or in a bathtub, it becomes easier to perform in the water.

1 Blow at Surface

Practice blowing bubbles in the bathtub. Start by blowing at the surface of the water.

2 Submerge Face

Blow bubbles with lips and nose in the water. Hum so that air flows naturally through the mouth and nose.

3 Repeat

Work up to putting the whole face underwater while blowing bubbles and keeping eyes open. Repeat at every bath time throughout the course of the swim lessons session.

SUBMERGE / COMFORT IN WATER

Home Activities

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YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Do bubbles last longer than three seconds?
2. Is there any accidental inhalation of water?
3. Are eyes open underwater?
4. Is air coming out of nose and mouth?

SUBMERGE / COMFORT IN WATER

Home Activities

Helpful Tips

During the activity, pay attention to the following:

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Developing Good Technique

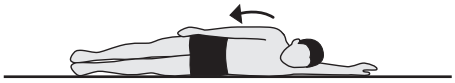
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1 Position



Lie on stomach on floor in a front-glide position: arms together above head, elbows straight, biceps behind ears, and chin tucked.

2 Roll & Hold



Roll onto left side of body, swinging right arm down against the right side while rolling. Hold on side for three seconds. Roll back to stomach, returning arm overhead.

3 Relax & Repeat



Rest for a few seconds, then repeat on left side. Repeat on each side one more time. Do this activity two to three times throughout the course of the swim lessons session.

SWIM ON FRONT / BREATHING

Home Activities

Developing Good Technique

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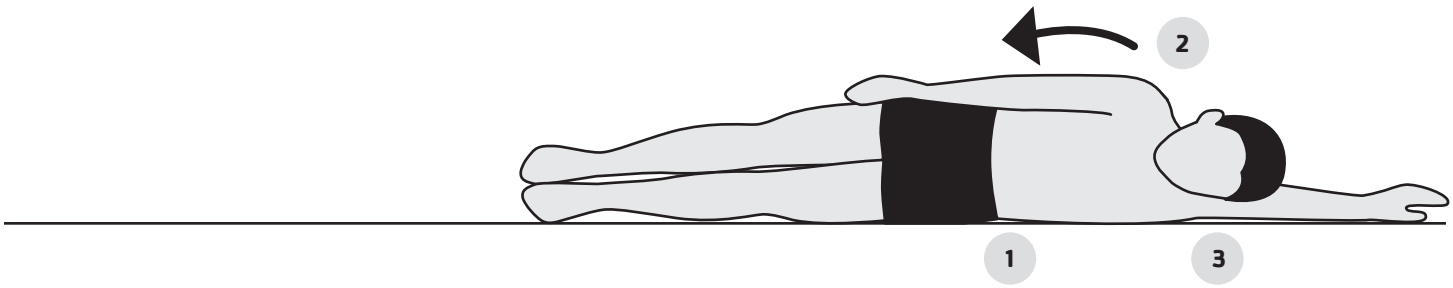
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YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

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2. Does arm swing down along the side of the body?
3. Does ear stay in contact with arm?



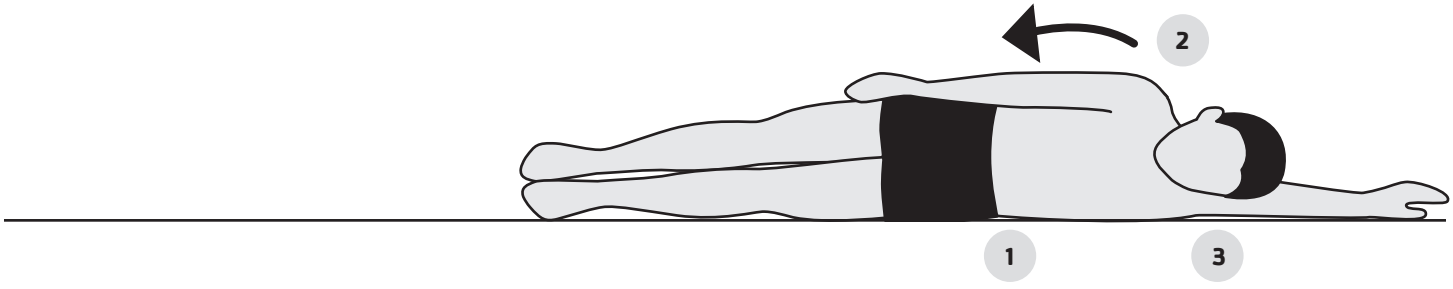
SWIM ON FRONT / BREATHING

Home Activities

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Developing Good Technique

Home activities help develop good form or build stamina in a particular skill. When the skill has been mastered on land, it becomes easier to perform in the water.

1 Position



Lie facedown with head resting on forearms.

2 Hold Plank



Push up onto toes, making a straight line from head to heels. Keep elbows directly underneath shoulders and stomach tight against spine. Hold for 10 seconds.

3 Relax & Repeat



Rest for a few seconds, then repeat the complete activity three times. Do this activity two to three times throughout the course of the swim lessons session.

SWIM ON FRONT / ENDURANCE

Home Activities

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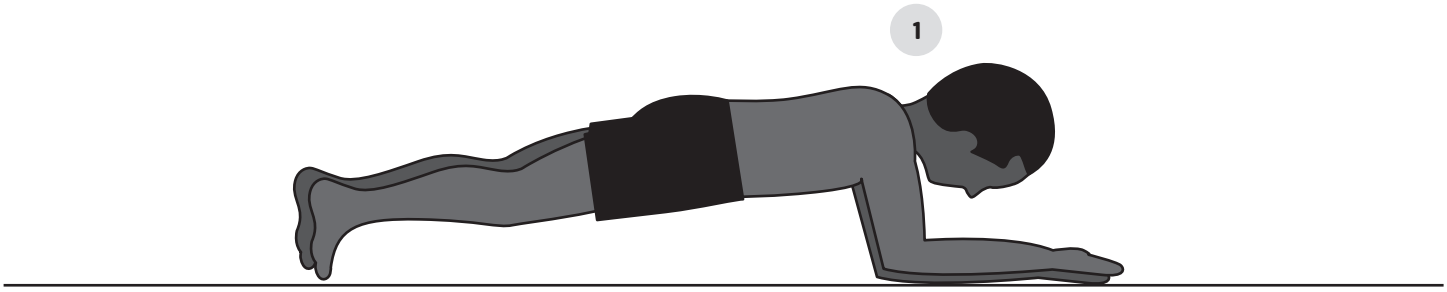
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YMCA Swim Lessons

Helpful Tips

During the activity, pay attention to the following:

1. Is body in a perfectly straight line from head to heels during the hold?



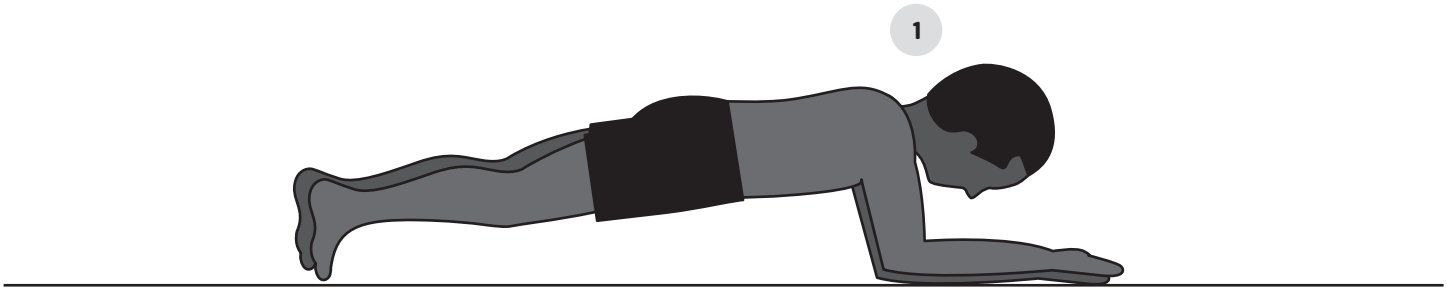
SWIM ON FRONT / ENDURANCE

Home Activities

Helpful Tips

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A / WATER DISCOVERY

Certificate of Achievement

This certifies that

_____

has achieved skills in A / Water Discovery.

Instructor: _____ Date: _____

My next stage should be: ☐ A / Water Discovery ☐ B / Water Exploration

YMCA Swim Lessons

A / WATER DISCOVERY

Certificate of Achievement

This certifies that

_____

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Instructor: _____ Date: _____

My next stage should be: ☐ A / Water Discovery ☐ B / Water Exploration

YMCA Swim Lessons

I'm awesome at: _____

I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
on surface, assisted



☐ **Front tow**
chin in water, assisted



☐ **Water exit**
parent & child together



☐ **Water entry**
parent & child together



☐ **Back float**
assisted, head on shoulder



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
chin in water, assisted



☐ **Back tow**
assisted, head on shoulder



☐ **Wall grab**
assisted

Topics Introduced

Ask Permission
Swim Attire
Safe Swim Area
Lifeguards
Drowning
Life Jackets
Rescue Breathing
Backyard Pools

I'm awesome at: _____

I can improve on: _____

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assisted, head on shoulder



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
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☐ **Back tow**
assisted, head on shoulder



☐ **Wall grab**
assisted

Topics Introduced

Ask Permission
Swim Attire
Safe Swim Area
Lifeguards
Drowning
Life Jackets
Rescue Breathing
Backyard Pools

B / WATER EXPLORATION

Certificate of Achievement

This certifies that

_____

has achieved skills in B / Water Exploration.

Instructor: _____ Date: _____

My next stage should be: ☐ B / Water Exploration ☐ 1 / Water Acclimation

YMCA Swim Lessons

B / WATER EXPLORATION

Certificate of Achievement

This certifies that

_____

has achieved skills in B / Water Exploration.

Instructor: _____ Date: _____

My next stage should be: ☐ B / Water Exploration ☐ 1 / Water Acclimation

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
mouth & nose submerged, assisted



☐ **Front tow**
blow bubbles, assisted



☐ **Water exit**
assisted



☐ **Water entry**
assisted



☐ **Back float**
assisted, head on chest



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
blow bubbles, assisted



☐ **Back tow**
assisted, head on chest



☐ **Monkey crawl**
assisted, on edge, 5 ft.

Topics Introduced

Ask Permission
Swim Attire
Safe Swim Area
Life Jackets
Reach or Throw, Don't Go
Hypothermia
Choking
Beaches

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Blow bubbles**
mouth & nose submerged, assisted



☐ **Front tow**
blow bubbles, assisted



☐ **Water exit**
assisted



☐ **Water entry**
assisted



☐ **Back float**
assisted, head on chest



☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
blow bubbles, assisted



☐ **Back tow**
assisted, head on chest



☐ **Monkey crawl**
assisted, on edge, 5 ft.

Topics Introduced

Ask Permission
Swim Attire
Safe Swim Area
Life Jackets
Reach or Throw, Don't Go
Hypothermia
Choking
Beaches

1 / WATER ACCLIMATION

Certificate of Achievement

This certifies that

_____

has achieved skills in 1 / Water Acclimation.

Instructor: _____ Date: _____

My next stage should be: ☐ 1 / Water Acclimation ☐ 2 / Water Movement

YMCA Swim Lessons

1 / WATER ACCLIMATION

Certificate of Achievement

This certifies that

_____

has achieved skills in 1 / Water Acclimation.

Instructor: _____ Date: _____

My next stage should be: ☐ 1 / Water Acclimation ☐ 2 / Water Movement

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



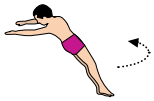
☐ **Submerge**
bob independently



☐ **Front glide**
assisted, to wall, 5 ft.



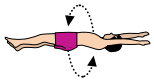
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**
assisted



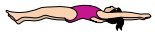
☐ **Back float**
assisted, 10 secs., recover independently



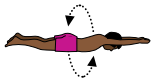
☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
assisted, 10 secs., recover independently



☐ **Back glide**
assisted, at wall, 5 ft.



☐ **Swim, float, swim**
assisted, 10 ft.

Topics Introduced

Building Relationships
The Y's Core Values
Lifeguards
Benchmark Skills
Supervision
Reach or Throw, Don't Go
Life Jackets
Safe Swim Area

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



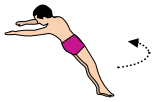
☐ **Submerge**
bob independently



☐ **Front glide**
assisted, to wall, 5 ft.



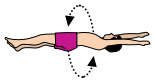
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**
assisted



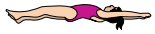
☐ **Back float**
assisted, 10 secs., recover independently



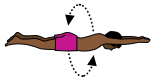
☐ **Roll**
assisted, back to front & front to back



☐ **Front float**
assisted, 10 secs., recover independently



☐ **Back glide**
assisted, at wall, 5 ft.



☐ **Swim, float, swim**
assisted, 10 ft.

Topics Introduced

Building Relationships
The Y's Core Values
Lifeguards
Benchmark Skills
Supervision
Reach or Throw, Don't Go
Life Jackets
Safe Swim Area

2 / WATER MOVEMENT

Certificate of Achievement

This certifies that

_____

has achieved skills in 2 / Water Movement.

Instructor: _____ Date: _____

My next stage should be: ☐ 2 / Water Movement ☐ 3 / Water Stamina

YMCA Swim Lessons

2 / WATER MOVEMENT

Certificate of Achievement

This certifies that

_____

has achieved skills in 2 / Water Movement.

Instructor: _____ Date: _____

My next stage should be: ☐ 2 / Water Movement ☐ 3 / Water Stamina

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



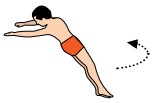
☐ **Submerge**
look at object on bottom



☐ **Front glide**
10 ft. (5 ft. preschool)



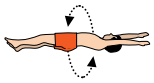
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**



☐ **Back float**
20 secs. (10 secs. preschool)



☐ **Roll**
back to front & front to back



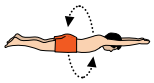
☐ **Front float**
20 secs. (10 secs. preschool)



☐ **Back glide**
10 ft. (5 ft. preschool)



☐ **Tread water**
10 secs., near wall, & exit



☐ **Swim, float, swim**
5 yd.

Topics Introduced

Building Relationships
The Y's Core Values
Find Help
Benchmark Skills
Supervision
Life Jackets
Reach or Throw, Don't Go
Backyard Pools

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



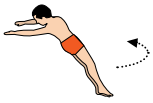
☐ **Submerge**
look at object on bottom



☐ **Front glide**
10 ft. (5 ft. preschool)



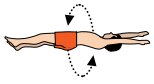
☐ **Water exit**
independently



☐ **Jump, push, turn, grab**



☐ **Back float**
20 secs. (10 secs. preschool)



☐ **Roll**
back to front & front to back



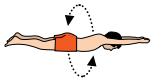
☐ **Front float**
20 secs. (10 secs. preschool)



☐ **Back glide**
10 ft. (5 ft. preschool)



☐ **Tread water**
10 secs., near wall, & exit



☐ **Swim, float, swim**
5 yd.

Topics Introduced

Building Relationships
The Y's Core Values
Find Help
Benchmark Skills
Supervision
Life Jackets
Reach or Throw, Don't Go
Backyard Pools

3 / WATER STAMINA

Certificate of Achievement

This certifies that

_____

has achieved skills in 3 / Water Stamina.

Instructor: _____ Date: _____

My next stage should be: ☐ 3 / Water Stamina ☐ 4 / Stroke Introduction

YMCA Swim Lessons

3 / WATER STAMINA

Certificate of Achievement

This certifies that

_____

has achieved skills in 3 / Water Stamina.

Instructor: _____ Date: _____

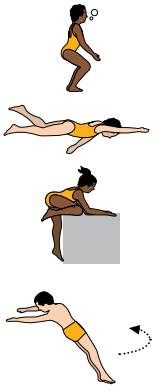
My next stage should be: ☐ 3 / Water Stamina ☐ 4 / Stroke Introduction

YMCA Swim Lessons

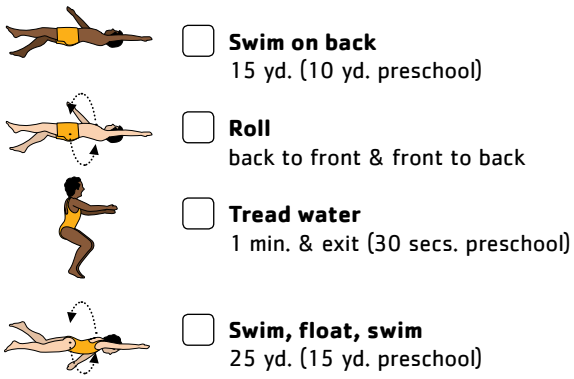
I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



- ☐ **Submerge** retrieve object in chest-deep water
- ☐ **Swim on front** 15 yd. (10 yd. preschool)
- ☐ **Water exit** independently
- ☐ **Jump, swim, turn, swim, grab** 10 yd.



- ☐ **Swim on back** 15 yd. (10 yd. preschool)
- ☐ **Roll** back to front & front to back
- ☐ **Tread water** 1 min. & exit (30 secs. preschool)
- ☐ **Swim, float, swim** 25 yd. (15 yd. preschool)

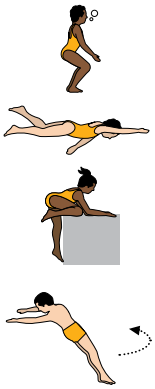
Topics Introduced

Building Relationships
The Y's Core Values
Sun Safety
Benchmark Skills
Life Jackets
Supervision
Call 911
Pool Drains

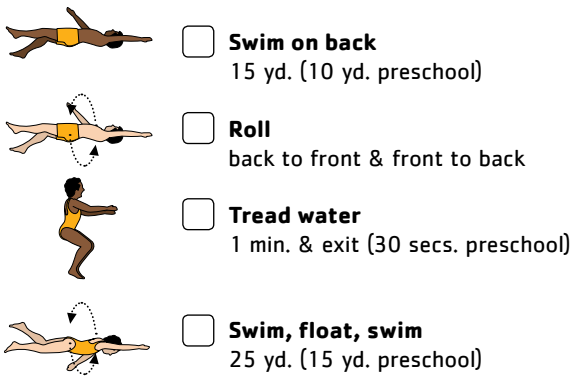
I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



- ☐ **Submerge** retrieve object in chest-deep water
- ☐ **Swim on front** 15 yd. (10 yd. preschool)
- ☐ **Water exit** independently
- ☐ **Jump, swim, turn, swim, grab** 10 yd.



- ☐ **Swim on back** 15 yd. (10 yd. preschool)
- ☐ **Roll** back to front & front to back
- ☐ **Tread water** 1 min. & exit (30 secs. preschool)
- ☐ **Swim, float, swim** 25 yd. (15 yd. preschool)

Topics Introduced

Building Relationships
The Y's Core Values
Sun Safety
Benchmark Skills
Life Jackets
Supervision
Call 911
Pool Drains

4 / STROKE INTRODUCTION

Certificate of Achievement

This certifies that

_____

has achieved skills in 4 / Stroke Introduction.

Instructor: _____ Date: _____

My next stage should be: ☐ 4 / Stroke Introduction ☐ 5 / Stroke Development

YMCA Swim Lessons

4 / STROKE INTRODUCTION

Certificate of Achievement

This certifies that

_____

has achieved skills in 4 / Stroke Introduction.

Instructor: _____ Date: _____

My next stage should be: ☐ 4 / Stroke Introduction ☐ 5 / Stroke Development

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 25 yd.



☐ **Front crawl**
rotary breathing, 15 yd.



☐ **Back crawl**
15 yd.



☐ **Dive**
sitting



☐ **Resting stroke**
elementary backstroke, 15 yd.



☐ **Tread water**
scissor & whip kick, 1 min.



☐ **Breaststroke**
kick, 15 yd.



☐ **Butterfly**
kick, 15 yd.

Topics Introduced

Weather
First Aid
Hypoxic Blackout
Open Water
Goal Setting
Heart Rate
Nutrition
Boating

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 25 yd.



☐ **Front crawl**
rotary breathing, 15 yd.



☐ **Back crawl**
15 yd.



☐ **Dive**
sitting



☐ **Resting stroke**
elementary backstroke, 15 yd.



☐ **Tread water**
scissor & whip kick, 1 min.



☐ **Breaststroke**
kick, 15 yd.



☐ **Butterfly**
kick, 15 yd.

Topics Introduced

Weather
First Aid
Hypoxic Blackout
Open Water
Goal Setting
Heart Rate
Nutrition
Boating

5 / STROKE DEVELOPMENT

Certificate of Achievement

This certifies that

_____

has achieved skills in 5 / Stroke Development.

Instructor: _____ Date: _____

My next stage should be: ☐ 5 / Stroke Development ☐ 6 / Stroke Mechanics

YMCA Swim Lessons

5 / STROKE DEVELOPMENT

Certificate of Achievement

This certifies that

_____

has achieved skills in 5 / Stroke Development.

Instructor: _____ Date: _____

My next stage should be: ☐ 5 / Stroke Development ☐ 6 / Stroke Mechanics

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 50 yd.



☐ **Front crawl**
bent-arm recovery, 25 yd.



☐ **Back crawl**
pull, 25 yd.



☐ **Dive**
kneeling



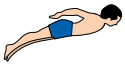
☐ **Resting stroke**
sidestroke, 25 yd.



☐ **Tread water**
scissor & whip kick, 2 mins.



☐ **Breaststroke**
25 yd.



☐ **Butterfly**
simultaneous arm action & kick, 15 yd.

Topics Introduced

HELP Technique
Shock
Hypoxic Blackout
Huddle Position
Goal Setting
Abdominal Thrusts
Rest & Relaxation
Water Parks

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 50 yd.



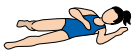
☐ **Front crawl**
bent-arm recovery, 25 yd.



☐ **Back crawl**
pull, 25 yd.



☐ **Dive**
kneeling



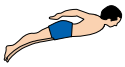
☐ **Resting stroke**
sidestroke, 25 yd.



☐ **Tread water**
scissor & whip kick, 2 mins.



☐ **Breaststroke**
25 yd.



☐ **Butterfly**
simultaneous arm action & kick, 15 yd.

Topics Introduced

HELP Technique
Shock
Hypoxic Blackout
Huddle Position
Goal Setting
Abdominal Thrusts
Rest & Relaxation
Water Parks

6 / STROKE MECHANICS

Certificate of Achievement

This certifies that

_____

has achieved skills in 6 / Stroke Mechanics.

Instructor: _____ Date: _____

My next stage should be: ☐ 6 / Stroke Mechanics ☐ Other:

YMCA Swim Lessons

6 / STROKE MECHANICS

Certificate of Achievement

This certifies that

_____

has achieved skills in 6 / Stroke Mechanics.

Instructor: _____ Date: _____

My next stage should be: ☐ 6 / Stroke Mechanics ☐ Other:

YMCA Swim Lessons

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 150 yd.



☐ **Front crawl**
flip turn, 50 yd.



☐ **Back crawl**
pull & flip turn, 50 yd.



☐ **Dive**
standing



☐ **Resting stroke**
elementary backstroke or sidestroke, 50 yd.



☐ **Tread water**
retrieve object off bottom, tread 1 min.



☐ **Breaststroke**
open turn, 50 yd.



☐ **Butterfly**
25 yd.

Topics Introduced

Hypothermia
Rescue Breathing
Hypoxic Blackout
Benchmark Skills
Goal Setting
CPR
Physical Activity
Cramps

I'm awesome at: _____ I can improve on: _____

Swimming Skills Developed

☒ achieved ☒ taught, but yet to be achieved



☐ **Endurance**
any stroke or combination of strokes, 150 yd.



☐ **Front crawl**
flip turn, 50 yd.



☐ **Back crawl**
pull & flip turn, 50 yd.



☐ **Dive**
standing



☐ **Resting stroke**
elementary backstroke or sidestroke, 50 yd.



☐ **Tread water**
retrieve object off bottom, tread 1 min.



☐ **Breaststroke**
open turn, 50 yd.



☐ **Butterfly**
25 yd.

Topics Introduced

Hypothermia
Rescue Breathing
Hypoxic Blackout
Benchmark Skills
Goal Setting
CPR
Physical Activity
Cramps