

PHYSICIAN RECOMMENDED

# FAST

## FLOTATION AIDED SWIM TRAINING

TEACH SWIMMING  
WITHOUT FORCED SUBMERSION



**INSTRUCTOR GUIDED  
LEARNING MANUAL  
SECOND EDITION**



**LINDA BOLGER**



FAST  
(Flotation Aided Swim Training)  
Swim Program™

Instructor Guided Learning Manual  
Second Edition

by Linda Bolger



This Manual Belongs To:

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(Please write your name here)

## Dedication

The FAST Swim Program® is dedicated to the belief that drowning incidents are a preventable tragedy. Using United States Coast Guard-approved Type 3 and Type 5 life jackets for both non-swimmers and fatigued swimmers remains the safest practice that our society should promote. The following article is one of the many reasons for this program and this manual.

### **Brandon (Tampa area), Florida (June 22, 2017)**

#### **Questions linger in drowning deaths of siblings at Brandon hotel pool**

The last time their parents saw them, siblings Kesha and Sebastiano were walking together to the pool at the Clarion Inn and Conference Center about 2:45 p.m. Sunday. A short time later, brother and sister were found unresponsive, 17-year-old Kesha at the bottom of the 8.5-foot deep pool and her brother, 12, face down in the water with his arm resting on the pool deck, according to case summaries released Wednesday by the Hillsborough County Medical Examiner's Office. The brief reports offer a few new details in the mysterious double-drowning of the Texas siblings who traveled to Tampa with their parents for a church function. Parents Kelly and Monique Greco have not spoken publicly about their loss. They told Hillsborough County Sheriff's Office investigators that both children could tread water but were not strong swimmers. It's unclear whether one sibling may have been trying to help the other.

FAST  
(FLOTATION AIDED SWIM TRAINING)  
PROGRAM MANUAL  
SECOND EDITION

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August Ursin – Florida Department of Health Environmental Health Program Consultant

Special appreciation to my aides in training – Hannah Bubbs, Bella Thiede-Bolger, Caitlin Tallant, and Tina Shough

Congratulations to my nephew, Shukri Brittingham, for being such an inspiration to so many as a classified Level VI swimmer who has been able to compete in many interscholastic high school events and work as a Certified Red Cross Lifeguard in New Jersey

Special thanks to all my participants and parent/caregivers who so enthusiastically endorsed the FAST Swim Program over the past fifteen years



**Mission:**

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



**Vision:** To be the Healthiest State in the Nation

**Rick Scott**  
Governor

**Celeste Philip, MD, MPH**  
Surgeon General and Secretary

April 25, 2018

Linda Bolger  
FAST Swim Publications  
4509 Seneca Drive  
St. Johns, Florida 32259

RE: FAST Swim Publications Swimming Instructor Certification Program Request for Verification of Equivalence

Dear Ms. Bolger:

The Florida Department of Health (Department) Lifeguard and Swimming Instructor Advisory Group (Advisory Group) has reviewed the FAST Swim Publications Swimming Instructor Certification Program for verification of equivalence to established standards, objectives, and standards of care found in a "Nationally Recognized Aquatic Training Program," as defined in subsection 64E-9.008(2)(a)2 of the Florida Administrative Code (F.A.C.).

After a thorough review of your program, the Advisory Group has recommended the Department's approval.

I concur with the Advisory Group's recommendation and hereby grant approval of this program in accordance with subsection 64E-9.008(2)(e), F.A.C.

This approval is based upon the program documents submitted by you; should any changes to the program be proposed in the future, these too will need the Department's review and approval.

If you have any questions concerning this matter, please call August Ursin at (850) 901.6517.

Sincerely,

Kendra F. Goff, PhD, DABT, CFPM, CEHP  
State Toxicologist & Chief

KFG/aa

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**Florida Department of Health**

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## Preface

Linda Bolger developed the FAST Swim Program® after forty years of observation, teaching experience and a master's thesis which studied twenty swim programs using forced submersion. Linda has determined that forced submersion of any type is not an ideal method for non-swimmers. The FAST Swim Program is committed to promoting swimming lessons in a safe environment. The program advocates teaching participants the bubbles and air technique while wearing properly fitted USCG-approved Type III/V life jackets. The techniques used in the FAST Swim Program promote successful stroke mechanics for all ages and abilities.

The purpose of the FAST Swim Program for non-swimmers is to train instructors how to successfully use life jackets for their participants. Linda has designed this innovative program to include critical aspects such as:

- No forced submersion
- Life jacket usage until the participant has successfully completed a swim test or unless an adult is at arm's length away
- Additional safety features especially during group classes
- Maximum use of instruction time
- Addresses weak and advanced swimmers with techniques to improve breathing and stroke mechanics

The FAST Swim Program Instructor Guided Learning Manual and Workbook is a guided learning program lead by an instructor trainer for potential instructors.

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## Section I: Classroom Activities & Discussion



## Course Registration

Register on the website ([www.fastswimprogram.com](http://www.fastswimprogram.com)) and complete your application. Show the instructor trainer your paid receipt by phone or tablet display. Cash, money orders or checks are accepted by the instructor trainer.

- Present current Red Cross or American Heart Association First Aid and CPR certifications. If you have not obtained these certifications, your FAST Swim Program certification will not be issued until you submit proof of the required additional certifications.
- Be 16-years-old or older (must present copy of birth certificate or government issued identification or driver's license for proof of age prior to beginning course).
- Bring a phone or tablet with internet access for research purposes. Inform the instructor trainer if you need a loaner.

Registration provides the instructor with the following:

- FAST Swim Program Instructor Guided Learning Manual and Workbook
- Temporary certification upon completion of pool practical and workbook
- Bi-Annual certification upon submission of current course records, current First Aid and CPR certifications. Current course records are represented by parent/swimmer completion of the Swim Lesson Survey Form, and/or completed Level Evaluation forms. In addition, renewing instructors must complete an Online Renewal Exam with a score of 80% or higher.
- Website access to digital copy of most recent FAST Swim Program Instructor Guided Learning Manual and Workbook
- Website access to download forms
- Periodic e-mail updates of the FAST Swim Program
- CPSC product recall notifications with regards to pool safety, swimming pools and flotation devices
- E-mail support from FAST Swim Program staff

## Instructor Requirements

- Age 16-years-old or older. Must present copy of birth certificate, government issued identification or driver's license for proof of age prior to beginning course
- Demonstrate swim proficiency of the following strokes:
  - Freestyle (25 meters)
  - Backstroke (25 meters)
  - Breaststroke (25 meters)
  - Butterfly (10 meters)
- Tread water for one minute
- Present current First Aid and CPR certifications
- Review parent/caregiver/guardian and participant guidelines
- Create a disciplined and enthusiastic environment for all participants
- Follow FAST Swim Program guidelines

- Strive to assist participants to meet level objectives
- Follow facility policies and state code regulations
- Provide constant supervision to participants
- Maintain attendance and participation checklists (see Appendix)
- Print level certificates of completion
- Submit Parent/caregiver/Guardian surveys to FAST Swim Program management (via email or website upload)

### *Instructor Aide Requirements*

- 14 or 15-years-old. Per individual state laws on child labor minimum age requirements
- Must be under the direction of a certified instructor
- Meet all instructor requirements other than age

### *Instructor Trainer Requirements*

- Minimum age 18-years-old. Must present copy of birth certificate, government issued identification or driver's license for proof of age prior to beginning course
- Current Red Cross or American Heart Association First Aid and CPR certifications
- Successfully complete instructor trainer course
- Submit one class record from level I – VI

### *Master Instructor Trainer Requirements*

Instructors who have completed the instructor trainer program are candidates for the master instructor trainer course.

Candidates must submit:

- Current documentation of instructor trainer course certifications completed
- Red Cross or American Heart Association First Aid and CPR certifications
- Instructor must be observed teaching one full instructor trainer class by either the Program Director or a current master instructor trainer and supply associated documentation

### *Recertification Requirements*

All Instructors – Certification renews every two years. Instructors must teach one class from date of certification to expiration; submit course records to [info@fastswimprogram.com](mailto:info@fastswimprogram.com), pay current renewal fee, and complete online Renewal Exam with a score of 80% or higher.

## Course Overview and Agenda

Welcome to the FAST Swim Program Instructor Training Course. The FAST Swim Program Instructor Guided Learning Manual and Workbook is a guided learning program which is typically taught in one day (approximately six hours) to accomplish all requirements.

### FAST Swim Program Purpose and Philosophy:

- Teach water safety in and around all bodies of water
- Teach program skill mechanics
- Become knowledgeable of drowning incidents through research in order to aid in the reduction of these occurrences
- Raise awareness of the importance of undistracted adult supervision
- Raise awareness of the value of USCG-approved Type III/V life jackets as instructional and educational aids

### Instructor Overview

- Code of Conduct
- Safety & Legal Considerations – including regulations by state
- Medical Considerations for participants
- Professional and appropriate swim attire defined

### Preparing to Teach:

- Registration – review registration packet and discuss guidelines for life jacket usage
- Tools of the trade – items to bring to swim lessons
- Adjust swimming formations accordingly

### Learning the Swim Activities –Instructors will discuss all of the activities and the learning progressions

- Pool Practical – Participants will role-play and take turns teaching and taking lessons from each other
  - All participants will either teach one level or tag-teach with one or more participants as co-teachers
  - All participants will “take lessons” from other class members and reasonably role play the age level as appropriate
  - Instructor trainer will supervise and grade participants on their class delivery with the Pool Practical Evaluation
  - Final Exam – All participants will take a written final exam. If a minimum of 80% is not attained on the Final Exam, instructor candidate may make arrangements with the instructor trainer to receive additional assistance with the course material and retake the exam.

Optional Certification – Instructors have the option of obtaining a Level VI certification to instruct participants with classified disabilities.

Temporary Certification – Participants must complete all portions of the Pool Practical, Final Exam and workbook examination.

Bi-Annual Certification – All participants will receive a hard copy certification card by mail within three weeks of certification if requested. Recertification is required every two years.

## Course Goal and Outcomes

- Describe the FAST Swim Program philosophies and background anecdotal information regarding the use of flotation devices
- Teach the course contents of the FAST Swim Program
- Identify the correct progression of activities by age level (optional Level VI progression)

Class Size: Maximum 12 participants per instructor trainer.

### Hosting Agency Responsibilities:

- Audio/Visual Equipment:
  - Projector with HDMI/VGA connector (suitable for PowerPoint presentation)
  - Wireless internet connection for video viewing and research (to be used by instructor trainer and participants)
  - Screen or blank wall
  - Microphone and sound system optional
  - Whiteboard and markers
- Classroom – adequate space relative to local fire code
- Swimming Pool:
  - Preferably have a shallow end and a deep section
  - Optimal water temperature range of 82 to 89 degrees
  - Pool chemicals must be equalized properly
  - Lifeguard must be on duty for pool practical activities in states that require lifeguard supervision for swim lessons
- Bathroom access and water breaks as needed
- Instructor trainer will monitor participant fatigue and react and adjust accordingly

## Testimonials



### **Reading Activity**

**Read through the following text and be prepared to discuss which story impacted you the most.**

The following testimonials consist of parents and participants who have participated in the FAST Swim Program. Many tried and did not complete other certified swim programs.

As a mom, who also works with brain injury patients who've experienced near drownings, I've seen the aftermath of how dangerous the water is. It's astonishing how fast injuries can happen when children and water are both involved.

My 7-year-old son was frightened of the water and I was hesitant to try lessons as he was previously thrown in the pool without his life jacket. Linda's teaching method allowed him to start the lessons with his life jacket and build his confidence and in one lesson, took a kid who was terrified to even put his face in the water and ended with him swimming across half the pool. I wouldn't have believed it if I hadn't seen it myself. It was simply an amazing technique and has helped my son become a swimmer!

~ Angie Eva Colaiezzi, Psy. D.

I am a mother of three (3-year-old twin boys and a 5-year-old daughter) and we have been taking lessons with Miss Bubbles/ Linda since late June 2017 and the results have been incredible! The life jackets have increased their strength, confidence, and eliminated their fears in the water! We have had swim lessons in the past, but I have never seen such progress in my kids. They are now swimming--including full strokes -- across our pool without jackets and putting faces in the water while blowing bubbles!

I was skeptical at first of this teaching style with life jackets because it was so different than past lessons and I was worried that the kids would be dependent on them for life but was surprised that it was just the opposite effect! I highly recommend this teaching method!

~ Tina Parikh

Physical Therapist, St. Johns, Florida

My swimming lesson experience utilizing the life jacket was amazing. It helped me understand the basic concepts as I am now well on my way to lap swimming. My fear of drowning has also been reduced 100%. I believe all non-swimmers should start with this program. I support the life jacket concept so much, I even pack my life jacket in my back pack when flying.

~ Vickie Vante

I took my first swim lesson with instructor Linda Bolger in February 2018. Linda had me put on a life jacket before even entering the water. Since I was unable to touch the bottom of the pool, the life jacket allowed me to stay afloat while Linda instructed the basics such as dog paddle, breathing with face out of the water at first and then breathing with my face in the water and then basic strokes. The life jacket allowed me the freedom of learning to swim without worrying about sinking. As I felt more comfortable in the water, the life jacket was removed, and the same techniques were achieved without the help of the life jacket. At the end of the lesson, as I was tiring, Linda had me put the life jacket back on so I could get the reinforcement of swimming. Life jacket - great idea!

~ Dee Dee Martin

Our son, Vincent, was very fearful of the water even with a life jacket on – until we began formal lessons with Linda Bolger. The use of a swim jacket to help improve form and reinforce skills learned in the pool has been very beneficial. His ability to swim without any device is amazing in such a short time! I feel the use of the swim jacket is a valuable teaching aid especially when the learner is experiencing fatigue. We cannot express how happy we are with our son's newfound love of the water and ability to swim.

~ Christine Miller-Piraino, DPM, DMM, PhD, FACCWS

Co-Director Wound Care/Limb Salvage at University of Florida College of Medicine

I want to thank you for teaching my kids this summer to swim. I have to admit I was a bit skeptical at first having them in the puddle jumpers because I thought of it as a crutch, especially for my 5-year-old who had already done swim lessons in the past without the puddle jumper.

However, I quickly realized my mistake! Teaching them with the puddle jumper on, they quickly gained confidence in the water. More importantly it allowed you to correct their technique and have them build their strength and skills before they progressed to swimming without the puddle jumper.

I'm amazed that in a few short weeks my kids are swimming better than I have ever seen before and with correct strokes, breathing, and confidence. They have also learned how to approach the pool with safety in mind.

As a family physician, I often have parents ask me about what type of swim class would be best for their child. I can now say without hesitation that it is your technique blending strong fundamentals, strength building, and safety with the puddle jumper followed by an ability guided transition to jumper free swimming that is the most safe and effective.

Thank you, Linda, for teaching my kids and for teaching me.

~Reetu Grewal, MD FAAFP

Assistant Professor, Community Health and Family Medicine

University of Florida College of Medicine, Jacksonville

I contacted Linda about my problem with lap swimming – I couldn't complete even a half a lap! She assessed my breathing technique and immediately taught me the “bubbles and air” technique. This was so different from the “hold your breath between strokes” technique that I had always been taught. By the next lesson, I was swimming four laps, on the third lesson, I was up to twenty laps and ready to start training for the swim leg of an Ironman triathlon race!

~Dr. Long D. Tran  
Fellow, American Academy of Optometry  
Past-President Asian American Optometric Society

As an emergency room doctor in New Jersey for over 30 years, I have seen my share of drowning incidents. Each one as tragic as the next. Most were preventable.

I became aware of the FAST Swim Program when my daughter Meagan became an instructor for special needs children through a grant Linda had obtained. My wife Cyndi is a special education teacher and also assisted with the program. Linda's manual and workbook covers all the safety awareness and skills progressions necessary to instill a safe water experience. Linda's emphasis on life jacket usage for all non-swimmers is critical to the reduction of drowning incidents.

~James M. Bonner, DO  
President, Medical Staff, Inspira Medical Center Woodbury, New Jersey  
Medical Director, Department of Emergency Medicine – Inspira Medical Center Woodbury  
Board-certified ER Physician in New Jersey, North Carolina and Florida



**Class Discussion:**  
**Which testimonial impacted you the most?**

## Program Introduction

Flotation Aided Swim Training, or FAST, is a learn-to-swim program utilizing United States Coast Guard (USCG) approved Type III/V life jackets (also known as personal flotation devices or PFDs). Linda Bolger, the program developer, has designed this innovative program following many years of successful instructional experience.

The FAST Swim Program begins at an energetic pace with life jackets properly fitted on the swim participants. FAST Swim Program Instructors then introduce various techniques as participants build confidence, strength, and swim skills that will last a lifetime.

## Program Purpose

The purpose of the FAST Swim Program is to train instructors to successfully use USCG-approved type III/V life jackets for their participants and move them progressively to advanced levels.

The American Academy of Pediatrics (A.A.P.) has given updated advice on drowning prevention, stating that “Children need to learn to swim... But even advanced swimming skills cannot ‘drown-proof’ a child of any age. Parent/caregivers must also closely supervise their children around water and know how to



perform CPR.”<sup>1</sup> The FAST Swim Program exemplifies this philosophy with the emphasis on parent/caregiver supervision, participation in the swim lesson training, as well as ongoing behavior expectations around bodies of water.



### **Class Discussion:** **What does “drown-proof” mean?**

For swimmers and non-swimmers in or around natural water settings, the Center for Disease Control (C.D.C.) recommends the following:

- Swimmers should use USCG-approved Type III/V life jackets
- Adults should supervise swimmers in and around water
- Adults should not engage in distracting activities – such as reading, playing cards, or talking on the phone - while supervising swimmers, even if lifeguards are present <sup>2</sup>

Because drowning can occur quickly, the A.A.P. feels strongly that parent/caregivers should never, even for a moment, leave children alone near bodies of water. <sup>3</sup> State laws requires that we restrain children safely in certified car seats or booster seats, it only seems logical that we should use similar levels of protection for non-swimmers regardless of age. By requiring non-swimmers to wear an approved life jacket when entering any body of water, and to have a responsible adult supervise within an arm’s length, we add the appropriate level of protection for non-swimmers.

The FAST Swim Program advocates for better water safety awareness by encouraging non-swimmers of all ages to wear approved life jackets for swimming instruction and recreational activities. Successful completion of the progressive age levels guides both the instructor and participants to a successful outcome without causing distress.

The C.D.C. states an important statistic, “For every child who dies from drowning, another five receive emergency department care for nonfatal submersion injuries.” <sup>4</sup> According to the Foundation for Aquatic Injury Prevention (F.A.I.P.), as many as 20 percent of near drowning survivors suffer severe, permanent neurological disability. <sup>5</sup>

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<sup>1</sup><https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/AAP-Gives-Updated-Advice-on-Drowning-Prevention.aspx>

<sup>2</sup><https://www.C.D.C.gov/safecchild/drowning/>

<sup>3</sup><https://www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/pages/sun-and-water-safety-tips.aspx>

<sup>4</sup><https://www.C.D.C.gov/homeandrecreationalafety/water-safety/waterinjuries-factsheet.html>

<sup>5</sup><http://www.aquaticisf.org/facts.htm>

Consider these two quotes from well-known, approved swim programs:

StarGuard Lifeguard Manual; Starfish Aquatics Instructor Manual states that “Swim lessons can be a high-risk situation and should have a dedicated lifeguard providing surveillance.”<sup>6</sup>

Red Cross Water Safety Instruction Manual - “Life jackets have limited usefulness as teaching aids because their bulk reduces effectiveness in performing skills. Life jackets also can promote poor body position. However, anyone who spends time in, on or around the water needs to know how to enter the water and swim while wearing this important lifesaving device. The Red Cross strongly advocates that everyone, including parents, know how to choose, use, wear and swim in a properly fitted U.S. Coast Guard-approved life jacket.”<sup>7</sup>

The FAST Swim Program believes that we should never consider swim lessons a high-risk situation and non-swimmer participants should wear approved life jackets especially in group lessons when learning to swim. FAST Swim Program developers believe all bodies of water available to the public must add another layer of protection for children and adults. Governing bodies should establish guidelines for anyone unable to pass a swim test. Readily available life jackets should be the new norm. We can all work together to eliminate drowning incidents.



### **Class Discussion:**

**What does “distress” mean to you related to swimming?**

## Preventable Tragedies and Incidents



### **Reading Activity**

**Read through the following stories and be prepared to discuss which story impacted you the most.**

The statistical and anecdotal evidence of children experiencing near-drowning and drowning events during certified swim lessons may not be discounted by anyone – parent/caregivers, physicians, physical therapists, and the general public at large.

The following news events and studies about near-drownings and drownings are more than just stories. They are tragedies, both on a personal family level and on a societal level. Changing society’s flawed view of the fundamentals of swim safety is intrinsic to the future success of our children’s swim programs. Be sure to inform parent/caregivers/guardians and clients to utilize and practice **ABCD** – **A**dult supervision, **B**arriers, **C**lasses, and **D**evelopments for pool and water safety.<sup>8</sup>

### **Palm Beach, Florida (Thursday, September 28, 2017)**

#### **Boy, 4, dies week after near drowning in Greenacres pool**

Boy, 4, dies a week after near drowning in a subdivision pool on September 14<sup>th</sup>, 2017. The boy was playing in the pool with his mother for hours before heading back home. On the way out of the pool, the

<sup>6</sup> StarGuard Lifeguard Manual; Starfish Aquatics Instructor Manual

<sup>7</sup> Red Cross Water Safety Instruction Manual

<sup>8</sup> <http://www.safekidsclarkcounty.org/safety-info/drowning-prevention-tips-the-abc-ds/>

mother took off the boy's floaties that he wore on his arms. She stopped to chat with her neighbor on their way out for about 2-5 minutes when she noticed that the boy had gone back into the pool.

<http://www.palmbeachpost.com/news/local/breaking-boy-dies-week-after-near-drowning-greenacres-pool/dkaYDm8TNI6sj0XTGFcJjP/>

### **Boca Raton, Florida (Friday, February 10, 2017)**

#### **Toddler dies 6 days after falling into West Boca water**

3-year-old with autism dies six days after falling into home pool in West Boca in February 2017. The toddler was playing outside in the screened-in patio of his family home. His mother was watching him from inside. The mother went out to check on her son to find that he had gotten out of the screened-in enclosure through a broken screen. The mother found the toddler face-down in their family pool.

<http://www.palmbeachpost.com/news/crime--law/breaking-toddler-dies-days-after-falling-into-west-boca-water/c4Bl.6eX5D5Xy7zCO5Txlmj/>

### **Lansdale, Pennsylvania (June 18, 2011)**

#### **4-Year-Old Nearly Drowns at Swimming Lesson at YMCA**

The boy's mother was told by staff members that the policy is for parents to wait outside and watch the participants through a glass window, because parents can be a distraction during swim lessons. The instructor to participant ratio is 1:6 maximum. On the third day of lessons, the participants were told to take off their flotation devices and hang on to the wall. The instructor was then teaching one participant when the boy's hand slipped off the wall and he sunk to the bottom of the pool. After being revived poolside by YMCA staff, the boy spent the night in intensive care at a local hospital.

[http://www.montgomerynews.com/springford\\_reporter\\_valley\\_item/year-old-nearly-drowns-at-swimming-lesson-at-ymca/article\\_484c8cb9-30d2-501b-8913-4f3abc353821.html](http://www.montgomerynews.com/springford_reporter_valley_item/year-old-nearly-drowns-at-swimming-lesson-at-ymca/article_484c8cb9-30d2-501b-8913-4f3abc353821.html)

### **National Center for Biotechnology Information (NCBI) Abstract: Neurologic Long Term Outcome After Drowning in Children (August 15, 2012)**

Drowning is the fifth leading cause of accidental deaths in the United States. It is also the second leading cause of accidental deaths among children aged 1–14 years in the US. Some children with a witnessed short submersion time will begin breathing and regain conscious after they have been removed from the water and they may also have received some rescue mouth-to-mouth breaths. Some of these minor cases may not have received hospital treatment and thus may not be recorded in the national statistics. At the other end of the spectrum, are children brought to the hospital who have had long submersion and rescue times, who consequently suffer from severe anoxic brain injury and who are subsequently discharged to another institution. When some of these patients decess months or years after the accident due to pneumonia or some other causes, they are not necessary included in the drowning statistics *per se*: instead they are often reported in studies as survivors of drowning.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3493332/>

### **St. Paul, Minnesota (March 26, 2014)**

#### **School drowning highlights need for lifeguards, swimming lessons**

A 12-year-old boy was transported to the hospital on February 27, 2014, after his six-foot-tall body was removed from the school swimming pool. His death has focused attention on inadequate staffing of many pools, including those in schools, and the need for swimming lessons, particularly for immigrant and minority children.

<http://www.mprnews.org/story/2014/03/26/st-louis-park-school-drowning>



**Question:**  
Which story impacted you the most and why?



**Class Discussion:**  
Regarding the article about the 12-year-old and 17-year-old drowning at a hotel in Tampa, Florida (see Dedication page i) – what could have prevented this tragedy?



**Class Discussion:**  
Research and summarize one news story related to the following search terms. Provide preventive and corrective action.

- Swim lesson fatal drowning incident
- Non-fatal drowning brain damage
- Child fatal drowning
- Adult fatal drowning
- Non-fatal drowning recovery stories

## Understanding the Law to Help Prevent Drowning Injuries (Virginia Graeme Baker Pool and Spa Safety Act of 2007)

“Similar to the data on drowning fatalities, the majority of nonfatal drownings occur in a residential setting. While it is important to follow the simple safety steps around all bodies of water, there is one distinction when it comes to water safety in public versus private pools: a federal law.

The **Virginia Graeme Baker Pool and Spa Safety Act** (VGBA) is a federal law that requires public pools and spas to have safer and compliant drain covers to avoid entrapment hazards. Entrapments occur when powerful suction from the water circulation system in a pool or spa causes someone to become trapped underwater.

Why is this important? Because *no public pool or spa should be open if the facility is not compliant with this federal law.*

While private/residential pools are not covered under the VGBA, *Pool Safely* recommends that they also have **safer drains**. Children should be taught to stay away from drains, filters and suction openings in pools and spas, because it is easy for long hair, jewelry and bathing suits to get caught in these drains.

In addition to making sure your **children know how to Pool Safely**, it is important for parent/caregivers also to confirm that all pools or spas they visit are **VGB compliant.**<sup>9</sup>

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<sup>9</sup> <https://www.poolsafely.gov/know-the-facts-drowning-deaths-and-injuries-by-location/>

The FAST Swim Program requires that all instructors giving lessons in private residences ask the homeowner if their swimming pool drain is VGBA-compliant. For more information, please visit the following resource sites:

- Pool Safely – [www.poolsafely.gov](http://www.poolsafely.gov)
- Abbey’s Hope – [www.abbeyshope.org](http://www.abbeyshope.org)

## Program Benefits

FAST Swim Program’s goal is to ensure better and safer individual and group swim instruction. We achieve that by:

- Using USCG-approved Type III/V life jackets
- Improving confidence and coordination unique to participant’s learning style by allowing for stroke modification for various ability levels
- Instilling better supervision standards for pool facility managers, caregivers and instructors in and around bodies of water
- Providing an extra layer of protection during group lessons
- Allowing maximum use of instruction time
- Developing water skills leading to successful swim test completion
- Reducing risk of drowning incidents by utilizing life jackets through established pool rules for non-swimmers
- Allows for parent/caregiver/guardian participation (Level I) and observation (all other levels) to assist with reinforcing skills learned

Special needs children and adults are encouraged to join class groups or private lessons using the FAST Swim Program. Utilizing life jackets, participants learn how to become independent in the water almost immediately. Addressing participants’ needs for those who are amputees, Down’s Syndrome, Autism Spectrum Disorder, Cerebral Palsy, and other conditions that may make swimming a challenge is an additional certification available from the FAST Swim Program.

## Program Design: Progressive Levels

The following table outlines the FAST Swim Program progressive swim levels which includes their associated age ranges, ratio of instructor to participants, the program goals, and suggested instruction time.

**Note:** These are recommended guidelines only. In some cases, a 4 or 5-year-old will move from Level II to Level IV in 10 lessons and may be prepared for a swim team opportunity.

Level	Age	Ratio (Instructor: Participants)	Suggested Program	Instruction Time
Baby	0 to 24 months	N/A	No formal lessons	N/A
Level I: Toddler	2 to 3 years	1:1	Water adjustment	20-30 minutes
Level II: Preschool	4 to 5 years	1:2	Orientation to breathing techniques	30 minutes
Level III: Grade School	6 to 17 years	1:3 or 2:6 with aide	Orientation to formal stroke mechanics	30 minutes
Level IV: Advanced Swimmer	Any age	Flexible	Formal stroke mechanics	45 minutes to 1.5 hours
Level V: Adult	18 years +	1:4	Breathing techniques and formal stroke mechanics	30 – 45 minutes
Level VI: Classified Disabilities	2 +	1:1	Water orientation Breathing Techniques Stroke Mechanics as able	30 minutes

As instructors become more experienced in these techniques, the instructor to participant ratio may increase.



**Question:**  
What “Level” are children ages 0 to 24 months?

**Question:**  
What age group is considered Advanced Swimmers?

**Question:**  
What is the instructor to participant ratio for preschool ages?

## Life Jackets: The Three E's and the Three C's



### The Three "E's"

- Excite – Builds excitement for learning
- Engage – Engages all ability levels immediately
- Explore – Allows participants to explore freely

### The Three "C's"

- Confidence – Visible confidence builder
- Coordination – Allows for immediate independence
- Compliment – More opportunities for early milestones



#### Question:

What are values of the Three E's and Three C's?



#### Question:

Add another advantage to the Three E's and Three C's:

## Frequently Asked Questions

Parent/caregivers, guardians and participants may have some questions or concerns that occur prior to the start of the FAST Swim Program. Should you receive any questions that you are unable to answer, please contact [info@fastswimprogram.com](mailto:info@fastswimprogram.com).



### **Classroom Activity**

**Read all questions and be prepared to answer each question.**

#### ***Why life jackets?***

Approved USCG-approved Type III/V life jackets provide the right amount of support. They allow the participants to feel comfortable and safe. Life jackets allow people of all abilities to explore the water with confidence and safety.

#### ***How fast will my child learn how to swim?***

Participants aged 2 and 3 are strictly developmental with an emphasis on safety and supervision as the number one priority. Some 3-year-olds will adapt progressively after many lessons and will be able to successfully complete a swim test. Normal results for 4 and 5-year-olds will vary. Most 5-year-olds will be successful after 10 to 12 lessons. For ages 6 and above, normal results are 6 to 8 lessons.

Adults (non-swimmers) normal results - 10 lessons.

Competitive adult swimmers - 4 lessons.

#### ***I don't want my child using a life jacket. Can I still sign up for the program?***

This program is not designed for non-swimmers without initial use of the life jacket. Safety and success are our main concerns.

#### ***Are the instructors First Aid and CPR certified?***

Yes.

#### ***Does this program allow for children with disabilities?***

Yes. Many children with disabilities thrive in this setting.

#### ***Do you force submersion at any time?***

Absolutely not. The child is taught proper breathing techniques to ensure no distress and that water is not ingested.

#### ***Is it possible to modify stroke mechanics?***

Yes. For some participants, mainly adults or those with disabilities, the instructor must assess what is best for the participant and modify to ensure safety.

#### ***Why do you have parent/caregivers go in the water to assist?***

Many children are shy and fearful of someone new. Involving parent/caregivers comforts new swimmers, as we do not want to waste one minute of paid instruction time.



### **Discussion Question:**

**What other question(s) may be of concern to you related to the FAST Swim Program?**



## Success Stories



*From afraid of the water to freestyle in two lessons!*



*3 ½ years old – swam 25 meters unassisted*



*From Bubbles and Air to Freestyle in two lessons!*



*Third Lesson – no life jacket needed, first time ever in the deep section at age 67!*



*Vincent – 5 years old and 5 lessons!*

## Safety and Legal Considerations



### Reading Activity

Read through the following safety considerations and highlight or underline key concepts of the FAST Swim Program

### Safety Considerations

- Require parent/caregivers/guardians to complete the questions on the Swim Lesson Registration Form detailing their child's background history or limitations. Discuss details privately. If more information is needed about the participant's medical conditions, ask the parent/caregiver to complete the Health Conditions Questionnaire form (see Appendix) – again, review and discuss the details in private with the parent/caregiver/guardian. If necessary, contact the participant's physician with parental consent.
- Use USCG-approved Type III/V life jackets, preferably Body Glove™, Stearns™, Speedo™, or Note & Float to create a positive and non-threatening swimming environment.
- Conduct pre-lesson pool review to discuss pool rules, depth markers, water quality, water temperature, lifeguard, and safety issues.  
**Example:** Is the bottom of the pool visible?
- Examine water depths to ensure the water is not over the head of a shorter guardian during Level I, Level V or Level VI lessons.
- Review the facility's Emergency Action Plan (EAP) and discuss the plan before each session. If giving private lessons, have an EAP printed and ready on hand at all times. If giving private lessons, create an EAP from the examples in the Appendix.
- Review “who's in charge” with the participants and parent/caregivers at the beginning of each session. Request that parent/caregivers/guardians not instruct or call out during lessons, because this may cause confusion as to who is conducting the lesson.
- Observe and manage signs of distress.
- Use the preferred “Bubbles and Air” terminology instead of “hold your breath.”
- Allow an unwilling participant to observe. Using forced techniques that may cause distress is unacceptable. Some children may need to observe for several lessons before they are comfortable joining in. Engage the child during observation through gentle guidance and reassurance.
- Recognize that life jackets are assets for children or adults with various classified disabilities.  
**Note:** For non-swimmers with severe disabilities, the program developers recommend seeking an adapted aquatics program. One available is Nicklaus Children's Hospital Marino Adapted Aquatics Certification.<sup>10</sup>
- Emphasize that participants practice the techniques they learned in class between lessons.



### Question:

What areas would you address during a pool walk around with your participants?

<sup>10</sup> <https://www.nicklauschildrens.org/about-us/locations-and-directions/outpatient/dan-marino-outpatient-center/swimming-instruction-and-water-safety-program/nicklaus-childrens-hospital-marino-adapted-aquatic>



**Discussion Question:**  
Do you have any safety or legal questions?

### *Note & Float – Drowning Prevention Videos*



**Activity:**  
Discuss the Note & Float Drowning Prevention videos  
Discuss the Abbey’s Hope video

The Aquatic Safety Research Group has two videos that are ideal for viewing by instructors and parent/caregivers/guardians. We require that all instructors view these prior to attending their instructor’s class. We also request that parents, guardians and caregivers review these videos as promoted in the Swim Registration packet.

Note & Float Drowning Prevention Program:  
<https://www.youtube.com/watch?v=OoN6uvkQLLU>

Dr. Tom Griffith’s Drowning Prevention Message for Parents  
[https://www.youtube.com/watch?v=x8\\_TXCJge34](https://www.youtube.com/watch?v=x8_TXCJge34)

The Abigail Taylor Story – Abbey’s Hope Charitable Foundation  
[https://www.youtube.com/watch?time\\_continue=14&v=T3LvBzMOorfo](https://www.youtube.com/watch?time_continue=14&v=T3LvBzMOorfo)

### *Emergency Action Plan (EAP)*

Review the Emergency Action Plan for the facility and discuss with management prior to pool usage. When giving private lessons at a place of residence or in a private home have a written Emergency Action Plan for each residence laminated and kept onsite or in your folder. Residential Emergency Action Plan templates are available in the Appendix.



**Reading Activity**  
Read the Emergency Action Plan for your facility or in the Appendix.



**Question:**  
Why are Emergency Action Plans needed?

## Legal Considerations

Instructors should determine if they are an employee of a company or if they are an independent contractor. Typically, an employee is legally covered under the company's insurance policy. Independent contractors should obtain the proper insurance.

- Employees – Receive a paycheck or some form of payment with a statement of earnings. Taxes are withheld, including FICA/Medicare, Federal taxes. In some areas there may be state withholding tax, local withholding tax, unemployment tax and other assessments. Employees are typically covered for insurance liability under the facility liability insurance policy.
- Independent Contractors – Receive a flat fee per class, day, or week worked. There is no statement of earnings. Contractors must claim the income on a Schedule C on their Federal taxes if more than the current allowable amount.

Swim instructors should obtain liability insurance. Insurance programs are specifically designed to the unique needs of instructors. This coverage should address instruction at a personal residence, client residences or commercial facilities.

Below are options to investigate in the search for an insurance provider:

- Sadler Sports & Recreation: (800) 622-7370
- K & K: (800) 506-4856
- NRPA: (800) 722-5676
- Sports & Fitness Ins. Corp: (800) 844-0536
- Snyder Insurance Services: (800) 874-6704

Ensure that swimming instruction, First Aid, and CPR certifications are current when instructing classes.



**Question:**  
**Why is liability insurance important?**

## Tax Considerations

Instructors who are independent contractors (no taxes are withheld from payment for swim lessons), have the duty to pay any applicable taxes on the money earned from swim lessons. Taxes may be due quarterly (March, June, September, December) or annually, depending on the amount of money earned. Instructors should consult with a tax accounting professional to take care of any tax liabilities owed to federal, state and

local governments. FAST Swim Program assumes no liability for taxes due for payments received by independent contractor instructors (including instructor trainers and master instructor trainers).



**Question:**

**What is the difference between an independent contractor and an employee?**

### *Local Licensing Considerations*

Instructors who are independent contractors need to determine if they need to register as a business. It is the duty of the instructor to contact any local municipalities (county or city) regarding small business licensing and taxes. FAST Swim Program assumes no liability for taxes, license or registration fees due for instructors (including instructor trainers and master instructor trainers).

### *What is Negligence?*

Negligence is defined as doing something a reasonable person would not have done, or not doing something a reasonable person would have done.

Examples of negligence during class would be:

- Leaving the class unattended
- Remaining in the water as a thunderstorm approaches or lightning occurs
- Allowing horseplay in a class that leads to an injury
- Instructing participants while intoxicated (including prescription medications, alcohol, legal and illegal substances) is considered gross negligence

Instructors must be diligent in providing a safe environment. Instructors must be fully certified as determined by their state and adhere to federal laws. Anyone may be sued for negligence under the law. An allegation of negligence is a legal situation that a swim instructor should guard against.



**Question:**

**What is an example of negligence? (Swimming or non-swimming related)**

## What is Duty of Care?

Duty of care is an instructor's legal obligation recognized by law to conform to a standard of conduct for the protection of participants against unreasonable risk. An instructor's level of care obligation encompasses three components:

- 1) Type of Activity: Is the activity age-appropriate and ability appropriate?
- 2) Characteristics of the Learner: How does the participant learn, do they have any special abilities or disabilities? (See The Seven Learning Styles)
- 3) Training of the Instructor: Has the instructor taken all steps to obtain the necessary training and certifications?

## The Seven Learning Styles

Learning is a complicated concept as everyone is unique in their own way and learns in their own style. It is still advantageous to classify a learning style into one of seven categories.

1. Visual: These people prefer to use pictures, images, diagrams, colors, and mind maps
2. Physical: These are the “learn by doing” people that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the physical learner.
3. Aural: People who prefer using sound, rhythms, music, recordings and clever rhymes.
4. Verbal: The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning. They make the most of word-based techniques, scripting, and reading content aloud.
5. Logical: The people who prefer using logic, reasoning, and “systems” to explain or understand concepts. They aim to understand the reasons behind the learning and have a good ability to understand the bigger picture.
6. Social: These people are the ones who enjoy learning in groups or with other people and aim to work with others as much as possible.
7. Solitary: The solitary learner prefers to learn alone and through self-study.

In reality, we all probably fall into each category, depending on the learning that is taking place. Some topics lend themselves better to select styles, and a combination of multiple styles helps to solidify the learning that is taking place. When possible, you should always strive to create learning that engages a variety of these styles. Not only will it be helpful for the learning, but it also will go a long way in learning retention.<sup>11</sup>

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<sup>11</sup> Adapted from <https://www.learndash.com/7-major-learning-styles-which-one-is-you/>



**Questions for Discussion:**

**What are your learning styles? How can you incorporate multiple learning styles while teaching swim lessons?**

**Appropriate Hands-On Swim Instruction**

Instructors should always maintain appropriate hand positioning when aiding participants. Keep hands under armpits during vertical assists and under small of back on back-prone positioning. When assisting on prone-positioning, use the two-hand to one-hand-motion assist (instructor trainer will demonstrate this motion). Always verbally explain to participants and parent/caregivers/guardians how you are touching the child so that they can reinforce the assist motion between lessons.



**Question for Discussion:**

**What are examples of appropriate touching and inappropriate touching?**



**Class Discussion:**

**View picture above and discuss two-hand-assist and one-hand-assist.**

## Code of Conduct for FAST Swim Program Instructors

- 1) Follow FAST Swim Program guidelines and lesson plans as established (see beginning of each level for the activity outlines with correct progression of activities).
- 2) Develop water safety knowledge through a guided pool walk around.
- 3) Teach participants to ask permission from the caregiver to enter a pool or any body of water.
- 4) Ensure equal opportunity for all children and adults.
- 5) Allow for clothing attire that is respectful of all nationalities while addressing safety features which may impede movement.
- 6) Treat all swimmers and guardians with respect.
- 7) Demonstrate genuine concern by greeting parent/caregivers and participants by making eye contact and positive body language.
- 8) Maintain proper First Aid and CPR training.
- 9) Secure and maintain proper insurance coverage if not covered by facility insurance.
- 10) Ask permission before physically touching a participant.
- 11) Wear appropriate and professional swim attire.



**Workbook page 14:**  
**Instructor candidates sign off on the Code of Conduct**





## States' Requirements

- Several states set supervision requirements for swimming pools that are open to the public. Local health codes may also impose additional requirements.
- A few states set training or certification requirements for swimming instructors.
- Some states require at least one lifeguard for a given number of swimmers or given size pool.
- Other states only require lifeguards under certain circumstances (such as when a fee is charged to use the pool), and require signs when lifeguards are not mandated and therefore not provided.
- States with lifeguard requirements generally provide that lifeguards must be certified by the American Red Cross or other organizations. They generally require lifeguards to be trained in First Aid and CPR.
- Some states delineate various aspects of the lifeguards' duties such as specifying that lifeguards should not be assigned tasks which could distract them from observing patrons in the pool.

Below are some examples of such supervision requirements. There are also requirements for swimming instructor training where required. These descriptions do not provide all details of these states' laws or regulations on this topic. For example, the summaries do not include certification or training requirements that apply only to lifeguards. The summaries also focus on general requirements for public pools, and do not discuss additional requirements or exemptions that may apply in certain settings (e.g., more stringent supervision requirements for youth camps and schools). (Please note that this information is updated annually in new editions, and the most current version of this information are on the website – [www.fastswimprogram.com](http://www.fastswimprogram.com)).

### California

California's Health and Safety Code requires lifeguard services at public swimming pools that are of wholly artificial construction and where a direct fee is charged to use the pool. For all other public swimming pools, if no lifeguard service is provided, there must be signs clearly indicating that such services are not provided (California Health & Safety Code §116045<sup>12</sup>).

Lifeguards are required for wave pools (swimming pools designed to produce breaking wave action in the water and not primarily designed for standup surfing or bodyboarding) (California Health & Safety Code §115952<sup>13</sup>).

California generally requires anyone providing aquatic instruction at a public swimming pool to possess a current certificate from an American Red Cross or Y.M.C.A. of the U.S.A. lifeguard training program or have

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<sup>12</sup> [https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=HSC&sectionNum=116045](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=HSC&sectionNum=116045).

<sup>13</sup> <https://law.justia.com/codes/california/2015/code-hsc/division-104/part-10/chapter-5/article-2.7/section-115952/>

equivalent qualifications. Such instructors must also be certified in standard First Aid and CPR. These requirements do not apply to people who only disseminate written materials relating to water safety.

An aquatic instructor need not be certified if another certified aquatic instructor or certified lifeguard is continuously present during the instruction period (California Health & Safety Code §116033<sup>14</sup>).

### *Florida*

Florida law requires swimming instructors at public swimming pools to be certified by the American Red Cross, the Y.M.C.A. or other nationally recognized aquatic training program, in swimming instruction, First Aid, and CPR (Florida Statutes Annotated §514.071<sup>15</sup>).

Florida also has an additional certification requirement for swimming instructors who specialize in training people with developmental disabilities (Florida Statutes Annotated §514.072<sup>16</sup>).

### *Illinois*

Illinois regulations require lifeguards at all pools where children under age 16 are allowed in the pool enclosure without supervision by a responsible person who is at least age 16. Lifeguards are also required at all wave pools and water slides. When lifeguards are not provided, there must be a sign indicating among other things that children under age 16 must be accompanied by a parent/caregiver, guardian, or other responsible person at least age 16.

When lifeguards are required for pools, there must be one lifeguard per 100 bathers or 2,000 square feet (sq. ft.) of water surface area, whichever would result in the lesser number. Different requirements apply for wave pools and water slides (Illinois Administrative §820.300<sup>17</sup>).

### *Massachusetts*

Massachusetts regulations require pool operators to provide one or more lifeguards if the local board of health determines that they are necessary for the safe use of the pool. When determining whether and how many lifeguards are required, health boards must consider the pool's size, shape, and capacity. The regulations suggest as a guideline that one lifeguard be provided for each 25 bathers. If no lifeguard is required, the pool operator must post a warning sign in a conspicuous location, stating among other things that children under age 16 should not use the pool without an adult in attendance (Massachusetts Code 435.23<sup>18</sup>).

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<sup>14</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=HSC&sectionNum=116033](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=HSC&sectionNum=116033).

<sup>15</sup> [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0500-0599/0514/Sections/0514.071.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0500-0599/0514/Sections/0514.071.html)

<sup>16</sup> [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0500-0599/0514/Sections/0514.072.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0500-0599/0514/Sections/0514.072.html)

<sup>17</sup> <ftp://www.ilga.gov/jcar/admincode/077/077008200D03000R.html>

<sup>18</sup> [www.mass.gov/eohhs/docs/dph/regs/105cmr435.rtf](http://www.mass.gov/eohhs/docs/dph/regs/105cmr435.rtf)

Massachusetts regulations also provide that, if required by the local board of health, there must be at least one trained person on the premises at all times that a pool is open. This individual can be the pool supervisor, a lifeguard, a pool attendant, or other trained person. When determining whether the presence of such a person is necessary and minimum training or certification requirements, health boards must consider the pool's size and capacity, average attendance, complexity of the disinfection equipment, and the facility's history of compliance with the regulations (105 Massachusetts Code 435.17<sup>19</sup> ).

### **New Jersey**

New Jersey regulations require at least one person certified in First Aid and CPR to be on the premises, available, and readily accessible when a public swimming pool is in use. If the trained individual is not stationed at the pool, then the facility must conspicuously post a sign indicating the person's location and how to access him or her.

At least one certified lifeguard must be on duty for each 60 swimmers at all times when the swimming pool is in use; additional lifeguards are required in certain circumstances (N.J. Admin. Code § 8:26-5.2<sup>20</sup> ).

New Jersey's State Board of Education (SBE) requires school pool supervisors to obtain a standard state swim instruction certificate. In addition, they must obtain three safety certifications from the American Red Cross or Y.M.C.A., including (1) CPR for professional rescuers, (2) lifeguarding, and (3) water safety instruction. In addition, SBE requires school administrators to annually report to their superintendents a list of swim instructors and copies of their certifications (N.J. Stat. Ann. § 18A:26-2.3<sup>21</sup> ; N.J. Admin. Code § 6A:9-11.12<sup>22</sup> ).

### **New York**

New York's state health department regulates school pool safety and supervision. Those who supervise pool activities in physical education classes must be (1) at least age 16; (2) CPR-certified; (3) able to swim, dive, and tread water for specified times and distances; and (4) a certified lifeguard or complete 15 substitute training hours. The health department must approve this substitute training, which includes a range of topics such as preventive lifeguarding and victim recognition; spinal injury management, First Aid, and emergency care; and communication systems and emergency action plans.

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<sup>19</sup> [www.mass.gov/eohhs/docs/dph/regs/105cmr435.rtf](http://www.mass.gov/eohhs/docs/dph/regs/105cmr435.rtf)

<sup>20</sup> <http://www.nj.gov/health/ceohs/documents/phss/recbathing.pdf>

<sup>21</sup> <https://law.justia.com/codes/new-jersey/2009/title-18a/section-18a-26/18a-26-2-3/>

<sup>22</sup> [http://www.state.nj.us/education/code/petitions/final/08/NoticeofActionNJAC6A\\_9-1112Eligibilityandqualificationsofswimcoaches.pdf](http://www.state.nj.us/education/code/petitions/final/08/NoticeofActionNJAC6A_9-1112Eligibilityandqualificationsofswimcoaches.pdf)

School pool operators must keep copies of staff certifications on file and develop a written pool safety plan. This plan must specify practices for pool supervision, injury prevention, emergency response, First Aid provision, and soliciting help.

When school staff conduct swim instruction, department regulations require the presence of an additional staff member if (1) the pool size exceeds 3,400 sq. ft. and (2) the number of swimmers is expected to exceed 50 percent of the pool's capacity (based on 25 sq. ft. of pool surface area per swimmer) (N.Y. Comp. Codes R. & Regs. tit. 10, §§ 6-1.1 to 6-1.31<sup>23</sup>).

### *Pennsylvania*

Pennsylvania regulations require recreational swimming establishments to have an adequate number of certified lifeguards on duty. “Recreational swimming establishments” are facilities with the primary purpose of swimming (including pools) that charge a fee for admission.

Specifically, such establishments must have at least one lifeguard for: “every 4,000 sq. ft. of water surface area, plus one lifeguard for any fractional part of at least 1,000 sq. ft., on duty at all times the establishment is open for general swim purposes. The state Department of Health can require a greater number if the pool's size, shape, or other circumstances impair the lifeguard's ability to survey the area. There must always be at least two lifeguards present when the facility is open for recreational swimming.”

During special events such as swim meets, swim team practices, or training programs in which the establishment's use is restricted to only people participating in the special event, at least one lifeguard must be present whose sole duty is to protect bathers.

Additional requirements apply related to diving boards and water slides (28 Pa. Code § 18.42<sup>24</sup>).

### *Rhode Island*

Rhode Island does not generally require lifeguards for non-residential pools that are open to the public. However, the state does require a lifeguard for such pools when they are used by a swim club or by a group of unsupervised children who may have access to the pool. Even when no lifeguard is required, the pool operator must, among other things, (1) ensure that someone trained in First Aid is in close proximity to the pool and (2) post a sign in a conspicuous place. The sign must indicate various things, such as that no one under age 18 is permitted unless accompanied by an adult (R.I. Gen. Laws § 23-22-6<sup>25</sup>).

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<sup>23</sup> [https://www.health.ny.gov/regulations/nycrr/title\\_10/part\\_6/subpart\\_6-1.htm#s6131](https://www.health.ny.gov/regulations/nycrr/title_10/part_6/subpart_6-1.htm#s6131)

<sup>24</sup> <https://www.pacode.com/secure/data/028/chapter18/s18.42.html>

<sup>25</sup> <http://webserver.rilin.state.ri.us/Statutes/TITLE23/23-22/23-22-6.HTM>

## South Carolina

Regulation R.61-51.J.11(a) One or more lifeguards shall be on duty during operation hours. Lifeguards must have their current certifications available for inspection while on duty. Lifeguards, when on duty, shall have no other duty but to supervise the swimmers. They also list out by number of swimmers the required number of lifeguards.



### **Class Discussion:**

**What are the regulations in your state or county for lifeguard certification and swim instructor certification? Are there any laws or lack of laws that concern you?**

## Product Recall Information

Information regarding product recalls is available from the following sources:

[www.poolsafely.gov](http://www.poolsafely.gov)

[www.cpsc.com/recalls](http://www.cpsc.com/recalls) - use keywords to identify specific products

Note that active members of the FAST Swim Program instructor community will receive any product recalls that we discover related to swimming pool safety and flotation devices.

## Should Flotation Devices (Life Jackets) Be Used in Swim Lessons: Discussion

Consider the following quote: “Parents don’t think twice about putting training wheels on a bicycle, lowering a basketball hoop, or giving a child an age-appropriate size ball or bat. Yet parents and teachers debate whether or not using a flotation device is the right thing to do when it comes to learn-to-swim.” (Jim Reiser, ThoughtCo.com, March 6, 2017).<sup>26</sup>

Parent/caregivers may hesitate to use a life jacket during swim lessons for their children because:

- 1) The parent/caregiver is embarrassed that their child needs a life jacket
- 2) The parent/caregiver is naïve about their child’s actual swimming ability
- 3) The parent/caregiver isn’t educated properly about the importance of constant adult supervision to keep their child safe in a water environment
- 4) Parent/caregivers believe that it gives the child a false sense of security

The FAST Program advocates that use of flotation devices increases the safety of children and allows for rapid independence in the water while mastering skills through repetition.

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<sup>26</sup> <https://www.thoughtco.com/flotation-devices-life-jackets-swim-lessons-3169555>



**Class Discussion:**

**Discuss and debate the following statements with a partner. Write down your comments.**

- A child using a flotation device will become dependent on the device and not want to swim without it.
- Discuss the term “false sense of security.” How does it apply to the child, the instructor, the parent/caregivers?
- Discuss teaching the child to ask for the flotation device when they are tired or in an unfamiliar swimming situation. How does this increase the safety of the child?

## Section III: Class Instruction Guidelines



## Class Management Requirements

The FAST Swim Program requires that instructors will:

- Require all participants to wear USCG-approved Type III/V fitted life jackets until they successfully demonstrate Level I and Level II skills.
- Know that the ideal water and air temperature range for instruction is between 82 to 89 degrees.
- Ensure that the facility adheres to all state guidelines.
- Never teach in a facility that violates state guidelines.

**Example:** Improper chemical readings or cloudy water which makes seeing the pool bottom difficult.

- Instruct guardians to continue life jacket usage until children successfully complete a swim test.
- Observe all swimmers at all times, they may tire at a moment's notice. Offer them a rest period or initiate the use of a life jacket.

## Preparing Sessions

Being organized and ready to instruct helps maintain a professional relationship with participants, parent/caregivers and guardians. Follow this suggested timeline to prepare for a session:

One Week Before	Three Days Before	Two Days Before	Day of Session
<p><b>Send the Registration Packet to the parent/ caregiver/ guardian electronically (See Appendix)</b></p>	<p>Review participant paperwork before the first lesson</p>	<p>Contact parent/ caregiver/ guardian to check on life jacket availability and suitability for size and weight of participant</p>	<p>Ensure that the participant's life jacket is properly fitted and keeps participant's head above water. If the jacket is too large, it will ride up around the participant's face and may not keep their body afloat</p>
<p><b>Instruct parent/ caregiver/ guardian or adult participants to purchase or borrow a suitable life jacket for water safety (not boating)</b></p>	<p>Address incomplete or incorrect information</p>	<p>Ask the parent/ caregiver/ guardian to follow the USCG Life Jacket Brochure steps to properly fit the life jacket on the participant prior to class</p>	<p>If parent /caregiver /guardian has not returned paperwork, have them fill it out on the spot</p>
<p><b>Ask that all paperwork be returned in three days via e-mail or hand-delivery</b></p>	<p>Call parent/ caregiver/ guardian before the lesson to confirm lesson date, time, and location; address any concerns</p>		<p>Check if parent/ caregivers have viewed safety videos</p>



## Participant Registration and Guidelines



### Reading Activity

**Read through the Swim Registration Packet in the Appendix.**

Present each parent/caregiver/guardian/participant with the Swim Registration Packet (available in the Appendix and on the website). Ask that the forms be returned prior to the first lesson. It is very important that the registration forms are reviewed before the day of the first lesson so that any medical conditions or learning issues can be addressed.

The information packet lets the parent/caregiver/guardian know what type of life jacket is required.

Remind parent/caregivers at the beginning of each session that non-verbal positive communication is acceptable, as in “thumbs up” or clapping for their child’s achievements.

When teaching Level I, a parent/caregiver/guardian is expected to get into the water with the child and should be dressed appropriately for each lesson. Should the parent/caregiver/guardian be unable to enter the water with their child, discuss an alternative.

When a non-swimming participant arrives without a USCG-approved Type III/V life jacket (Levels I, II, III, V and VI), teach them the dry-land activities from Level II only. Non-swimming participants are not allowed in the water or on the poolside for swim lesson instruction without a USCG-approved Type III/V life jacket. Work with the parent/guardian/caregiver and the participant to educate them on the necessity of using the life jacket during swim lessons. Resume swim instruction when the participant brings the required life jacket to swim lessons.



### Alternate Assignment (when possible):

Review your facility’s registration guidelines. Does the registration form give you all of the information that you need to know? Is the parent/caregiver informed that they must have a USCG-approved Type III/V life jacket for their non-swimming child?

**A Side Note:** Many facilities DO supply approved life jackets. Be sure that the life jackets are age and body-size appropriate before using.

## Class Management

- Review paperwork prior to first lesson.
- Call ahead to confirm address and any concerns.
- Allow 15 minutes for class set-up prior to scheduled class time. If conducting private lessons at someone's home, request a home visit prior to agreeing to the lessons. During class set-up, do a walkaround to identify any safety issues. Locate all safety equipment needed.
- Swimming formation will be determined by the instructor based on pool configuration and safety.
- Ideal water and air temperature range for instructional purposes is 82 to 89 degrees. Ensure that facility usage adheres to all state guidelines.
- Ensure that each child or adult has a suitable, approved life jacket. Go through the Life Jacket Fitting (see Appendix - USCG Brochure) steps.
- Introduce yourself by name, call out names one by one to learn participant's name(s) and have them introduce themselves to classmates.
- Discuss rules regarding:
  - Attendance time
  - Missed classes
  - Parental involvement
- Set the standard of discipline (see K.I.S.S. in Section II of this manual). Establish rules and who's in charge.
- For levels I, II and III, parent/caregivers must observe nearby to allow for positive reinforcement upon completion of the lesson.
- All levels should have a brief walk around to identify pool safety equipment and rules.
- Proceed with appropriate lesson for the day.
- Always compliment the participant while correcting their form and action. Continue to praise, correct and reinforce.
- Challenge participants to practice and improve on their skills.
- The "Three E's"
  - Excite
  - Engage
  - Explore
- The "Three C's"
  - Confidence
  - Coordination
  - Compliment
- Assess each participant's skills upon completion of the session.
- Ensure drain safety – ask all homeowners if the swimming pool has a VGBA-anti-entrapment compliant drain cover.



### ***Instructor Tip!***

**You can teach more than one Level in the same classroom setting!** Evaluate and assess every child and adjust the lesson so that each child gets individual attention at their own ability level. Give an example of teaching multiple levels in a single class setting.

## Tools of the Trade

FAST Swim Program instructors should arrive at least 15 minutes prior to the scheduled lesson time with all tools necessary to teach, inspire, and document participant's progress. Listed are tools that each instructor should have readily available. Some items may be provided by a swim facility. If not provided, bring your own:

- Rescue tube
- Whistle (optional to simulate life guard)
- Plastic file folder organizer (Keep important forms, EAP, etc. in the folder)
- Swim Registration Packets printed/staples (See Appendix)
- Flip Chart with activities progression (for beginner instructors). Try laminating the progression charts from the beginning of each level or the appropriate Evaluation Form
- Swim Lesson Registration & Waiver Forms – always keep some of these handy to register new participants on the spot (if not provided by facility) (See Appendix)
- USCG Life Jacket Brochure (see Appendix)
- Attendance Record Form – fill these out daily to keep track of participants' progress (see Appendix)
- Level Evaluation Forms for each participant (File these alphabetically by participant, by class, or by facility)
- Program Certificate of Completion (These are available in the Appendix, or on the website. It is suggested to print these out on bright colored paper or a colored card-stock)
- Emergency Action Plan – keep a copy of the facility EAP in the file folder; have a separate EAP for each residence that includes the street address, location of bathroom facilities, and residential phone number
- Treasure chest or other reward system (optional)
- Timing watch for lap timing (Levels III and above)
- Easily accessible mobile telephone



### Question:

**What items do you need to obtain that you do not have access to?**

## How to Properly Fit a Life Jacket



### Reading Activity

**Read through the text and highlight or underline key concepts.**

The FAST Swim Program provides a safe environment for participant learners by utilizing USCG-approved Type III/V life jackets. The life jacket assists with varied learning styles and abilities. The following guidelines for properly fitting a life jacket are sourced from the United States Coast Guard. The brochure is available for digital download from the link below. We recommend that student instructors view the brochure as a class to discuss and process all of the information about different types of life jackets and the best way to fit them. Guidelines:

- Check the manufacturer label to ensure that the life jacket is a proper fit for size and weight
- Make sure the jacket is properly fastened

- Hold arms straight up over the head
- Ask a friend to grasp the tops of the arm openings and gently pull up
- Make sure there is no excess room above the openings and that the jacket does not ride up over the chin or face
- Try the life jacket in shallow water under safe and supervised conditions to determine proper fit
- Inspect the life jacket for missing hardware clips, frayed straps and damaged cloth. Do not use a life jacket that is damaged
- Check the [www.cpsc.gov](http://www.cpsc.gov) website for life jacket project recalls

Source: [https://www.uscgboating.org/images/howtochoosetherightlifejacket\\_brochure.pdf](https://www.uscgboating.org/images/howtochoosetherightlifejacket_brochure.pdf)



### **Class Discussion:**

**What are basic guidelines for a secure life jacket fit?**

## *Using Swim Goggles*

FAST Swim Program doesn't generally recommend using swim goggles initially. It is only recommended when the pool water irritates the swimmer's eyes.

Have parent/caregivers properly fit the goggles prior to class, including the strap around the head and the nosepiece between the eyes.



## *Swimming Attire*

Instructors are advised to wear appropriate professional swim attire. Males should wear swim trunks. Females should wear a one-piece swimsuit.

Proper attire for participants is a bathing suit. Some participants may wish to be more modest and wear long-sleeved shirts and cover their legs. Be respectful of participant's ethnic and religious preferences regarding their attire. Determine that the swim attire does not impede movement for safety reasons.

There are many options available for participants that cover up, including popular rash guard tops and bottoms. For those participants that prefer to keep their hair covered, there are sport hijabs available on the internet.



### **Class Discussion:**

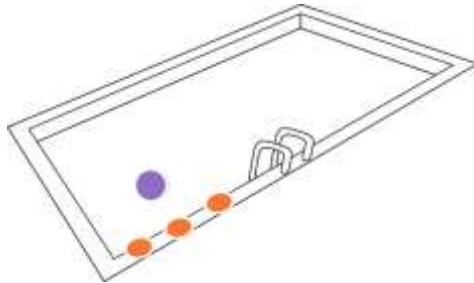
**How would you handle a situation where a participant comes to swim lessons dressed inappropriately?**

## Sample Swim Formations

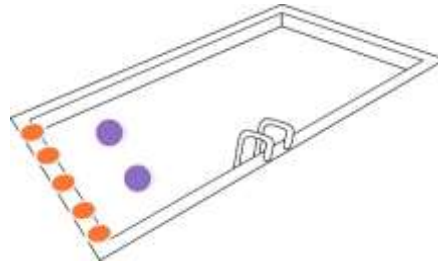
Formation for swim lessons will depend on the availability of a “ledge” or shallow step in the pool, as well as the depth of the pool.

### Class Formations

Straight Line Formation – Participants sit on edge of the pool with instructor or aide facing participants.



Line Formation – One Instructor

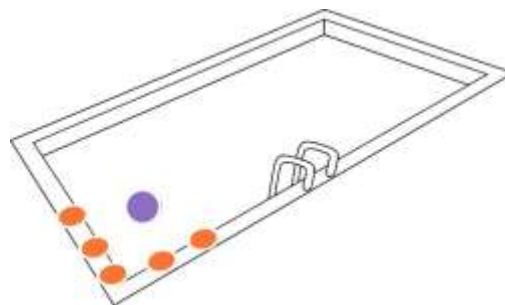


Line Formation – Two Instructors



Line Formation – One Instructor plus Parent/Caregiver/Guardians

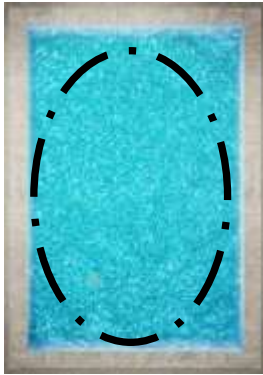
“L” Formation – Participants sit on corner edge of pool in “L” formation with instructor facing participants.



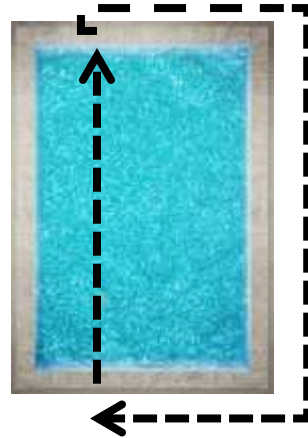
“L” Formation

### Swimming Practice Formations

As participants become more proficient with doggie paddle, freestyle and other strokes, set up a swim formation which is suitable to each pool.



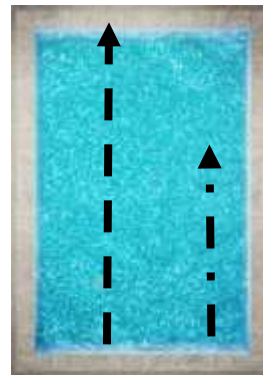
Elliptical: Participants swim in a circle around the perimeter of the pool.



Swim, Climb Out, Walk Back: Participants swim to the opposite side, climb out, and walk back to the opposite pool ledge.



Four Corners: Participants swim from one corner to another around the pool.



Staggered Start Relay: Weaker swimmers get a 5-10 second lead before other swimmers.



#### Question:

List other suggestions for safe pool formations  
List your favorite – why is it your favorite?

## Staggered Relays

Staggered relays are a great way to let all swimmers of different levels and abilities swim together in a single class setting.

Evaluate each swimmer in the class for ability. Swimmers that have a higher ability should be “staggered” with a five or ten-second delay in the swim formation. Tell the slower swimmer(s) to start swimming, wait five (or ten) seconds, and tell the faster swimmer(s) to start swimming, and so on. Using this method allows multiple swimmers to finish at the same time. Use the width or length of the pool for the relays.

## Discipline – K.I.S.S. (Keep It Super Simple)

Behavior issues related to safety need to be addressed immediately with the guardian.

- Remain calm and address the negative behavior. Be prepared to redirect with a verbal warning in a non-threatening manner. Do this so only the participant can hear, and not others. If not successful, try a break of 1-2 minutes with the parent/caregiver/guardian supervising. If necessary, request that the parent/caregiver/guardian sit on the pool ledge or be at arm’s length from the child to maintain discipline for the safety of all participants.
- Firmness, fairness and consistency regarding class rules is paramount to successful outcomes.
- Demonstrate a genuine concern for the child’s efforts.
- Enforce and reinforce the “no touch policy” at all times. Participants will not touch each other, especially to initiate horse play during swim lessons.



### **Question:**

**Summarize the steps to take when having difficulty controlling a participant:**

## Reward Systems

A participant or group of participants having difficulty adjusting to the water may be persuaded to participate by using a “treasure chest” reward system after they follow directions. Items may be purchased in bulk at a party supply store, or online from [www.orientaltrading.com](http://www.orientaltrading.com).

At the conclusion of the swim sessions, rewarding participants may be as simple as saying, “great job!” or offering a “high-five” hand slap.

Rewards to consider:

- Bubbles
- Rubber finger puppets are fun for young kids
- Sponge balls
- Squirt toys – check pool facility rules
- Wristbands
- Medals
- Colored wristbands
- Reference Level III for Presentation of Awards ideas
- Temporary tattoos (dolphins are a great tattoo for swimmers)
  - [www.partypalooza.com](http://www.partypalooza.com)
  - [www.discountpartysupplies.com](http://www.discountpartysupplies.com)



### Question:

**What are some other ideas for a reward system?**

## Frequently Asked Questions by Instructors

*I have a parent/caregiver that keeps calling out verbally to their child and interrupting the lesson, how can I ask them to stop?*

One of the things to go over at the beginning of each lesson is the “Who’s in charge?” question. At that time, tell the children that mom and dad are going to be quiet and clap for them or give them a “thumbs up.” Make eye contact with the parent/caregivers during this speech, and ask them – “Mom and Dad, do you agree that Miss Jane is in charge?” Nod your head and get their agreement. If they continue to call out during the lesson, try a couple of things:

- 1) Address them quietly at the end of the lesson and thank them for encouraging their child, however request that they keep it non-verbal so as not to interfere with the lesson – and thank them again when they agree.



- 2) You may terminate the swim lessons at any time and refer or recommend the participant/parent/guardian/caregiver to an alternative program.

***I don't understand how to make a lesson plan – what do I do?***

Review the Activities Outline for each level and the Level Evaluation Forms in the Appendix for a quick review of the skill activities. Move through each activity progressively, dependent on age and skill. Younger children may have a shorter attention span. If time allows at the end of the session, have the participants play games or practice staggered relays.

***I have a participant in class that just won't listen, and I can't control him/her. What do I do?***

Refer to the K.I.S.S. discipline section and follow those guidelines. Also try:

- 1) Ask that they be accompanied by a parent/caregiver/guardian in the water to keep them focused.
- 2) Enlist the help of another instructor or an instructor aide to give that child one-on-one attention.



**Question:**

**What questions do you have about teaching swim lessons using the FAST Swim Program?**



**Worksheet:**

**Introduction Knowledge Check**

## Learning Objectives for All Levels



### Reading Activity

Read through the learning objectives and highlight or underline key phrases and ideas

#### Level I, II & III

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

#### Level IV

- Review pool rules and be able to discuss their validity
- Develop the necessary stroke mechanics for fitness training or swim team to include:
  - Freestyle
  - Backstroke
  - Breaststroke
  - Butterfly

#### Level V

- Discuss the importance and benefits of the life jacket concerning safety and skill progression
- Participate in confidence-building exercises to help eliminate distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

#### Level VI

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

## Conducting the Initial Class (Levels I - III and VI)

- Instructor will introduce themselves by name and explain the value and reason for using life jackets. Make sure life jackets are properly fitted – show parent/caregivers how to properly fit their child's life jacket.
- Explain that class activities will move progressively as we gear each level appropriately.
- All skills taught at each level will promote skills necessary for successful independence in the water as well as advanced strokes.
- Emphasize safety awareness as a top priority.
- Review no running, no touching and ask the participant(s) "who's in charge."
- Conduct a brief walk around the pool area with the participants. Discuss and point out:
  - No Diving signs
  - Shallow and deep sections
  - Lifeguard awareness and who to go to when help is needed
  - If time allows, simulate someone in need of help and have parent/caregivers and child report to the lifeguard or the need to call 911
- All safety issues and procedures are discussed while instructor is facing the group.

\*Note - These introductions set the stage for instructor success as well as the participants.



### ***Instructor's Tip!***

For more ideas on class activities and progression, see the Level Evaluation forms in the Appendix! You'll fill these out for each participant – includes activity progression for each level!

## Conducting the Initial Class Levels IV and V

- Instructor will introduce themselves by name and explain the value and reason for using life jackets. Check that life jackets are properly fitted.
- Explain that class activities will move progressively as we gear each level appropriately.
- Set the standards of rules necessary to conduct a safe and productive environment.

## Section IV: Class Level Instruction Guidelines



**The FAST Swim Program is highly engaged with our families!**



### **Class Discussion:**

**Why does the FAST Swim Program believe in family involvement?**

## Level I: Beginner



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All instructor candidates will practice or demonstrate the learning activities in the pool.

### Age Range and Ratios

**Age Range:** 2 – 3 years

**Ratio of instructor to participant:** 1:1 (Parent/caregivers/guardians are a vital part of the lesson and are required to participate in the pool with their child).

### Equipment

Use only approved USCG-approved Type III/V life jackets. We recommend the following jackets for this age group:

- Body Glove™
- Stearns™
- Speedo™
- Aquatic Safety Research Group – Note & Float jacket: <https://www.watersafety.com/store/facility-equipment/toddler-life-jacket.html>

**Note:** Youth and adult sizes are available by body weight.



### Class Guidelines

- These lessons should be twenty to thirty minutes maximum.
- All skills are done with the life jacket on for the first two lessons. On the third lesson, try half of skills with the life jacket, half without.
- Children who may have had bad experiences in the water: allow them to observe other participants. Invite them to join in when ready.
- Move progressively through each activity. Transition time may vary.
- Conclude lesson with a group game or race (see Water Orientation Activities).

## Learning Outcomes

After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

## Key Terms

- Flutter kick
- It's raining, it's pouring!
- Doggie paddle
- Cracking an egg
- Blowing "bubbles and air"
- Exit, turn, and return

## Level I: Lessons

### Welcome and Lesson Dynamics

These introductions set the stage for successful outcomes.

- 1) Welcome participants and their parent/caregivers/guardians to the program
- 2) Instructor gives brief background history
- 3) State the participants' names
- 4) Allow participants to introduce themselves to the person next to them
- 5) Explain the value and reason for using life jackets

**Examples:** Confidence builder, protects non-swimmers, provides a maximum use of instruction time

- 6) Explain the class pace:

**Say:** *"We'll be progressing through each activity to keep everyone attentive and engaged."*

- 7) Explain skill progression

**Say:** *"The skills you learn at this level will promote the skills necessary for successful independence in the water"*

## Safety Instructions and Procedures

Discuss safety instructions and procedures facing the parent/caregivers/guardians. Emphasize that safety awareness is the top priority.

- 1) Emphasize that participants must ask an adult for permission to enter the pool and should only enter the pool wearing a life jacket unless directly supervised or told otherwise.
- 2) Walk guardians and participants around the pool area, pointing out the No Diving signs.
- 3) State that participants should only walk in the pool area. No running in the pool area.
- 4) Demonstrate how to enter the pool area with an adult.
- 5) Point out the depth markers.

**Say:** “The shallow area is {#} to {#} feet deep. The deep section is {#} to {#} feet deep.”

- 6) Ask: “Do you know what a lifeguard is?” Field answers.

**Say:** “The lifeguard or adult is normally the person you go to when you or others are in need of assistance.”

**Ask:** Where is the lifeguard?



- 7) Define the types of behaviors that are considered unsafe behavior: horseplay, rough play, touching other participants.
- 8) Explain that participants should report misconduct or bad behavior to the instructor or an adult.
- 9) Instruct participants to be one arm’s length apart from each other.
- 10) Confirm understanding of rules.

**Ask:** “What are the pool rules?”

**Ask:** “What is the no touch policy?”

**Ask:** “What types of behaviors count as misconduct or bad behavior?”

**Ask:** “To whom do you report misconduct or bad behavior?”

**Ask:** “How do you ask for permission to enter the pool?”

11) Ask the participants, “Who’s in charge at home?”

Normally, participants will say, “Mom!” or “Dad!”

**Ask:** “Who is in charge during swim lessons?”

Participants should say, “You!”

- 12) If time allows, simulate someone who needs help. Ask a guardian or participant to report to the lifeguard or demonstrate calling 9-1-1.



## Level I: Activities

Welcome participants and their guardians. Begin activities after a review of safety guidelines.

### Level I Activities Outline

<b>ON POOL LEDGE</b>	<b>1</b> Flutter Kick	
	<b>2</b> It's Raining, it's Pouring!	
	<b>3</b> Cracking an Egg	
	<b>4</b> Pool Ledge Doggie Paddle	
	<b>5</b> Pool Ledge Doggie Paddle with Bubbles and Air	
<b>IN POOL</b>	<b>6</b> Proper Pool Entry – Slide Entry	<b>18</b> Progressive Doggie Paddle
	<b>7</b> Hand Assist Bubbles and Air	<b>19</b> Back Float Assist
	<b>8</b> Sway Side to Side	<b>20</b> Doggie Paddle to Back Float
	<b>9</b> Bounce and Reach for the Sky	<b>21</b> Back Float to Doggie Paddle
	<b>10</b> Front Float (Pop-Up Position)	<b>22</b> Passing Back and Forth
	<b>11</b> Independence and Life Jacket Support	<b>23</b> Treading Water
	<b>12</b> Doggie Paddle with Bubbles and Air	<b>24</b> Alligator Crawl
	<b>13</b> Exit, Turn, and Return	<b>25</b> Review All Skills Without Life Jackets
	<b>14</b> Doggie Paddle to Front Float	<b>26</b> Proper Pool Entry – Jump Feet First Entry
	<b>15</b> Front Float to Back Float	<b>27</b> Water Orientation Activities
	<b>16</b> Back Float to Front	
	<b>17</b> Guardian Submersion with Bubbles and Air	

Initially, all skills are taught with the life jacket. Utilize the first two lessons to allow for instruction, assessment and confidence building. On the third lesson, try half of the skills with the life jacket and in the second portion of the lesson without the life jacket. Removing the jacket may depend on the participant's comfort level in the water.



### Activity: Pool Ledge Flutter Kick

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge facing instructor
- **Guardian:** On pool ledge facing instructor

#### Activity Instructions

- 1) Introduce the flutter kick to participants.
- 2) Instruct participants to practice the flutter kick with their guardians' assistance.
- 3) Instruct participants to practice the flutter kick unassisted.

**Say:** “*Straight leg kick. Point your toes. Kick. Break. Kick again.*”



#### Class Discussion:

How can you assist participants with a straight-leg kick?

### Activity: It's Raining, it's Pouring!

One aspect of learning to swim is becoming accustomed to water rolling down the face and torso. While we learn to tolerate, and even enjoy, this sensation during bath time, some participants may find this disconcerting in a pool setting. Acclimate the participant to this sensation by playing a game called ***It's Raining, it's Pouring!***



#### Location

- **Instructor:** In water facing participants and guardians

- **Participant:** On pool ledge
- **Guardian:** In water facing participant



Activity Instructions

Instruct child to pour water on their caregiver's head.

**Say:** *"It's raining, it's pouring!"*

**Activity: Cracking an Egg**

Another activity that acclimates participants to water rolling down their faces and torsos is **Cracking an Egg**. In this activity, the instructor or guardian fill his or her cupped hands with water, moves hands over the participant's head, and then pulls hands apart, mimicking opening an egg. Participants also participate by pouring filled cups of water over instructor's head or their guardians' heads.

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge
- **Guardian:** In water facing participant



Activity Instructions

Practice this activity with each participant.

- 1) Demonstrate the following with a guardian:
  - a. Explain that you are going to "crack an egg" over the participant's head.
  - b. Instruct the participant to blow the water as it trickles down the face.
  - c. Fill cupped hands with water and simulate cracking an egg over the participant's head.
- 2) Perform the following with each participant:
  - a. Give each participant a filled cup to pour on the guardian's head.
  - b. Instruct the participants to pour the cup of water on the guardian's head.
- 3) **Ask the participant if you may "crack an egg" on their head.** After receiving permission, fill cupped hands with water and pour over the participant's head.
- 4) Remind participants to blow the water off their faces.
- 5) Instruct participants to pour water over their own heads.

**Note:** If a participant is apprehensive or refuses this, allow the participant to pour the water on the instructor's head again.

**Activity: Pool Ledge Doggie Paddle**

**Doggie Paddle** is a swim technique that resembles the way dogs navigate the water.

- 1) Lean forward on stomach.
- 2) Stretch arms underneath the water.
- 3) Cup hands with palms facing downward.
- 4) Alternate hands in a scooping motion pulling toward body.
- 5) Add a straight leg flutter kick to propel forward.



## Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge
- **Guardian:** In water facing participant

## Activity Instructions

- 1) Demonstrate doggie paddle hand motion above the water.
- 2) Add practice straight leg flutter kick while sitting on the pool ledge – assisted, then unassisted.
- 3) Instruct the participant to imitate doggie paddle hand motion with parent/caregiver/guardian assistance.

## Activity: Pool Ledge Doggie Paddle with Bubbles and Air

The C.D.C. recently published an article reporting that dangerous underwater breath-holding behaviors (or holding your breath underwater) “...can lead to drowning in otherwise healthy persons, so incidents of this type of drowning can be prevented with interventions such as improved supervision, regulation, and public education.”<sup>27</sup>

“**Bubbles and Air**” is a phrase used to describe exhaling and inhaling. Bubbles and Air is a breathing technique that is a progressive step toward all swimming techniques.

**Reminder:** Always use phrase "bubbles and air" with non-swimmers.

Teach exhale at a slow pace. Add bubbles, hold, bubbles, hold, and surface.

## Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge
- **Guardian:** On pool ledge

## Activity Instructions

- 1) Demonstrate the doggie paddle with the “bubbles and air” breathing technique.
- 2) Instruct participants they will soon perform the doggie paddle while practicing bubbles and air.
- 3) Add straight leg kick (flutter kick).
- 4) Add practicing bubbles and air technique.

## Activity: Proper Pool Entry – Slide Entry

After practicing the basic swimming and breathing techniques from the pool ledge, the next step is to enter the pool. This activity teaches participants and guardians the proper ways to enter the pool: **Slide Entry or Steps Entry**.

## Location

- **Instructor:** In water facing participants and guardians
- **Guardian:** On pool ledge, transitioning to the water
- **Participant:** On pool ledge



<sup>27</sup> <https://www.C.D.C.gov/mmwr/preview/mmwrhtml/mm6419a3.htm> - May 22, 2015

### Activity Instructions

- 1) Explain that there are two ways to enter the pool: by sliding into the water from the pool ledge or by using the steps or ladder.
- 2) Demonstrate both ways of entering the pool.
- 3) Instruct guardians to assist their participants into the pool. Have them practice both slide entry and steps entry.

**Note:** Remind the participants that they shouldn't ever dive in shallow water.

**Say:** *"Remember that we don't ever dive in shallow water!"*

### Activity: Hand Assist Bubbles and Air

**Hand Assist Bubbles and Air** is an activity which helps participants associate bubbles and air breathing technique with the water. To perform this activity, participants or caregivers fill their cupped hand(s) with water and practice blowing bubbles.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On the pool ledge held by guardian
- **Guardian:** In water facing participant with cupped hands blowing bubbles in water

### Activity Instructions

- 1) Demonstrate hand assist bubbles and air.
- 2) Instruct participants to practice hand assist bubbles and air.

### Activity: Sway Side to Side

**Sway Side to Side** is an activity that helps participants begin to trust that their guardians will keep them safe in the water. Guardians hold their participants by the torso—underneath the armpits—and gently sway side to side in the water.

Note: Holding participants under the armpits allows participants to move their arms in the water immediately.



#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant

### Activity Instructions

- 1) Select a participant and demonstrate the side to side sway.
- 2) Instruct guardians to perform the side to side sway with participants.

### Activity: Bounce and Reach for the Sky

**Bounce and Reach for the Sky** is another activity that assists participants to build guardian trust in the water. Guardians hold their participants under the armpits and gently pull participants up out of the water. Participants

stretch their arms overhead as if they are reaching for the sky. Guardians then bring participants back down into the water, ensuring the participants' faces do not enter the water at this time.

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant



Activity Instructions

- 1) Demonstrate bouncing and reach for sky with both arms.
- 2) Instruct guardians to bounce participants and participant to reach for the sky.

**Reminder:** Do not submerge when bringing participants down into the water.

Activity: Front Float (Pop-Up Position)

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant



Activity Instructions

- 1) Demonstrate front float (pop-up position).
- 2) Instruct participants to practice front float (pop-up position).
- 3) Instruct participants to front float for 10 seconds or ten steps while guardians pull forward.
- 4) Encourage participant to doggie paddle with a straight-leg flutter kick, bubbles and air, and doggie paddle arm rotation.
- 5) Instructor should be at participant's face level to reassure the participant (instructor shoulders in the water).

Teaching Independence and Life Jacket Support

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant



Activity Instructions

- 1) Demonstrate how to incrementally let go of the participant.
- 2) **Say: "To ensure your participant's safety, secure the participant immediately if the activity causes distress or discomfort. Ensure the participant's head remains above the water unless bubbles and air is done properly."**
- 3) Instruct guardians to incrementally let go of their participants.

Activity: Doggie Paddle with Bubbles and Air

**Doggie Paddle with Bubbles and Air** is an activity where participants combine the breathing technique they learned earlier (bubbles and air) with the doggie paddle. Guardians will assist their participants and then participant will perform the activity unassisted.

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant

Activity Instructions

- 1) Demonstrate doggie paddle with bubbles and air, followed by a straight-leg flutter kick.
- 2) Instruct participants to perform doggie paddle with guardian assistance.
- 3) Instruct participants to perform doggie paddle unassisted.
- 4) Attempt to swim next to the child and simulate a “race”.



**Activity: Exit, Turn and Return**

When young participants climb out of the pool, they may attempt to run away from the water and their guardians and instructor. With the **Exit, Turn, and Return** activity, participants learn to exit the pool by climbing out on the pool edge, turn in a squat position, and then return to the guardian. Guardians keep contact with participants during this activity.



Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant

Activity Instructions

- 1) Demonstrate Exit, Turn, and Return.
- 2) Instruct participants to practice the skill.  
**Say: “Exit, turn, and return.”**



**Class Discussion:**

**Why is it important that participants practice Exit, Turn & Return?**

**Activity: Doggie Paddle to Front Float**

Location

- **Instructor:** In pool.
- **Participant:** On pool ledge.
- **Guardian:** Holding upper leg while they watch the demonstration.

## Activity Instructions

- 1) Demonstrate the doggie paddle to stationary front float.
- 2) Instruct participants doggie paddle for a few seconds, then attempt stationary front float.

**Instructor's Tip!**

**Buoyancy** is the ability to float and is the introduction to the prone float. Floating is essential for progression to advanced strokes.

## Activity: Back Float to Front Float

This activity helps participants continue to feel comfortable and confident moving from the back float to the prone position.

## Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

## Activity Instructions

- 1) Instruct participants to move into a back float.
- 2) Instruct participants to flip to their stomachs by throwing their hand across their chest and rotate their body into the prone position.

## Activity: Front Float to Back Float

This activity helps participants continue to feel comfortable and confident moving from the prone position to the back float position.

## Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a front float prone position

## Activity Instructions

- 1) Instruct participants to move into a front float prone position.
- 2) Instruct participants to flip to their backs by rolling one shoulder backward and rotating their body into a back float.

## Activity: Guardian Submersion with Bubbles &amp; Air

**Guardian Submersion with Bubbles and Air** is a demonstration activity where guardians will submerge, exhale through their mouths and noses while under water (bubbles), surface, and inhale above water (air).

## Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge; in water facing guardian

- **Guardian:** In water facing instructor; in water facing participant

#### Activity Instructions

- 1) Demonstrate submersion with bubbles and air while participants watch from above and guardians watch in the pool.
- 2) Instruct guardians to perform submersion with bubbles and air.
- 3) Instruct participants to enter the pool.
- 4) Instruct participants to perform submersion with bubbles and air with their life jackets on.
- 5) Practice hand assist submersion using hand on top of head.



#### Activity: Progressive Doggie Paddle

**Progressive Doggie Paddle** is an activity where participants fall into the water with assistance and begin to doggie paddle. Guardians walk backward as participants swim to them with support.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant



Activity Instructions

- 1) Select a participant from the group.
  - 2) Demonstrate the progressive doggie paddle:
  - 3) Place instructor foot against wall.
  - 4) Secure the participants under the armpits.
- Note:** This allows the participant to immediately use the arms to paddle.
- 5) Gently guide the participants into a progressive doggie paddle.
  - 6) Instruct participants and guardians to perform the progressive doggie paddle.



Activity: Back Float Assist

**Back Float Assist** is an activity where participants maintain a horizontal position on their backs in the water. Participants tend to be fearful of floating on their backs. Notice that their bottoms drop down into the water and their legs pop up out of the water. This activity helps participants continue to trust their guardians to support and assist them in the water.

Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing away from guardian, belly up, resting on guardian's chest or shoulder
- **Guardian:** In water pulling participant backward while gradually releasing

### Activity Instructions

- 1) Select a participant and demonstrate the proper back float position.
- 2) Instruct participant to back float for 10 seconds or ten steps.
- 3) Instruct demo participant to flutter kick and move backward with the participant.
- 4) Instruct guardians to assist participants into a back float and flutter kick backward across the pool and back, gradually releasing participant to independence.



### Activity: Doggie Paddle to Back Float

**Doggie Paddle to Back Float** is an activity where guardians assist participants with doggie paddling to the instructor. Next, they aid participants into a back float by assisting with one arm crossing over the entire body.

### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing away from guardian
- **Guardian:** In water facing participant, assisting from behind

### Activity Instructions

- 1) Demonstrate doggie paddling and flipping to back float.
- 2) Instruct participants to doggie paddle to instructor with their guardians' assistance, if needed.
- 3) Instruct participants move into a back float with their heads on their guardians' shoulders/chests.
- 4) Instruct guardians to walk backward away toward the wall.

### Activity: Back Float to Doggie Paddle

This activity helps participants begin to feel comfortable and confident on their backs.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float
- **Guardian:** In water facing participant

### Activity Instructions

- 1) Instruct participants to move into a back float with their heads on their guardians' shoulders/chests.
- 2) Instruct guardians to walk backward away from the wall until they reach the midpoint or opposite side of the pool.
- 3) When guardians and participants have reached the midpoint or opposite side of the pool, instruct participants to flip to their stomachs and grab the wall with two hands or available hand.

**Note:** If a participant only has one hand, arm, or leg, teach the dolphin technique. Dolphin technique is the same movement minus the limb. To demonstrate, instructor should tuck limb up or behind as necessary.

- 4) Encourage the participants to grab the wall several times. Add toys to grab from the wall.
- 5) Instruct participants to doggie paddle back to the starting point with assistance from their guardians, if needed.

### Activity: Passing Back and Forth

**Passing Back and Forth** is a trust and confidence building activity. Participants continue to build trust in their guardians and instructor and build confidence in their own buoyancy. Instructor and the guardian will stand a few feet apart and allowing the participant to doggie paddle back and forth between guardian and instructor.



#### Location

- **Instructor:** In water facing guardian
- **Participant:** In water between guardian and instructor
- **Guardian:** In water facing instructor



### Activity Instructions

- 1) Demonstrate passing each participant back and forth between instructor and the guardian while the participant doggies paddle independently between instructor and the guardian.
- 2) Instruct the participant to doggie paddle between instructor and the guardian.
- 3) Encourage the participant to use proper techniques.

**Say: "Bubbles, air, kick, and arms."**

- 4) As the participant's confidence builds, step back to lengthen the distance between instructor and the guardian.

### Activity: Treading Water

**Treading Water** is a skill requiring a vertical position with head above the water. Once upright, “scull” hands back and forth by moving them in circular motions and moving legs in a bicycle, flutter, or frog/whip kick.



#### Location

- **Instructor:** In water facing guardian and participant
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant

#### Activity Instructions

- 1) Demonstrate how to tread water.
- 2) Prompt participants to tread water.

**Say:** “Use your tricycle feet motion. Move hands under water using sculling technique.”

- 3) Demonstrate how to tread water with no sculling motion and using on only legs: scissors, bicycle, flutter, or breaststroke kicks.
- 4) Continue to increase the treading time to one second to ten seconds as the participants’ build endurance. This will assist with building endurance and strength.

**Note:** For Level I, participants may only be able to tread water 10 seconds.

### Activity: Alligator Crawl

**Alligator Crawl** is a confidence-building activity. In this activity, move participants to a baby pool or use the pool steps or ledge. Participants lie on their bellies in very shallow water and move along the bottom like an alligator. Participants simulate doggie paddling, bubbles and air, and flutter kick. In the beginning, participants touch the bottom of the pool, steps, or ledge. As participants progress, they rely less on the touching the bottom as a means of stabilization.

**Note:** Try this activity for Level I participants. Success will vary based on participant ability. This activity is mainly for Levels II and above.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water perpendicular to guardian
- **Guardian:** In water alongside participant

#### Activity Instructions

- 1) Move participants to a baby pool or the pool steps.
- 2) Demonstrate the alligator crawl.
- 3) Instruct participants to attempt the alligator crawl.
- 4) Instruct participants to attempt lifting hands and feet off the bottom of the step/ledge.



### Review All Skills Without Life Jackets

Practice the skills participants have learned without the assistance of their life jackets.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian
- **Guardian:** In water facing participant

#### Activity Instructions

- 1) Instruct guardians to remove the life jackets.
- 2) Repeat each of the activities to this point.

### Activity: Proper Pool Entry – Feet First Jump Entry

Emphasize jumping forward and away from pool ledge and pool side. Do not jump near the pool side. Practice is essential as participant initially is prompted to reach for the instructor's arms.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge, transitioning to the water
- **Guardian:** In water facing participant (1 to 1 ratio)

Activity Instructions

- 1) One at a time, have participants jump toward a designated guardian, or the instructor. Have one adult place a hand on child's rear to guide forward to the other adult. Emphasize not twisting or turning backward. Adult must hold child under armpits as they learn to jump forward.
- 2) Instruct guardians to catch the participant.

**Optional** – Instructor may catch participant.

**Note:** Use of noodles or hoops will encourage the child to jump away from the wall.



### Water Orientation Activities

During the last five minutes of each session, introduce the following water orientation activities:

- Add floatable toys to the pool for participants to throw and retrieve. Encourage participants to use both arms.
- Hold toys under the water reach and retrieve.
- Blow ping pong balls across the pool surface.

End the session with group activities:

Activity	Description
Ring Around the Rosie	When everyone sings “all fall down,” guardians should submerge with volcano breathing while participants remain above water until they are ready to submerge with guardians.
Guardian-Participant Races	Say: “Ready. Set. Go!” and guardians and participants will doggie paddle across the pool.
Beat the Wave	Participants to line up arm’s-length apart in the pool. Guardians paddle away behind them making waves; participants try to get away from the wave.
Touch Down	Guardians hold participants in football carry while walking/running across the pool; participants help by doggie paddling and flutter kicking to get guardians to the wall.



**Beat the Wave**



**“I’m practicing, Mom!”**

### Concluding the Session (Optional Suggestions)

After everyone is safely out of the pool introduce the following:

- 1) Instruct participants to select a prize from the treasure chest.
- 2) Supply participants with bubbles and wands.
- 3) Remind participants: ***“Do your homework before the next class. Practice blowing your bubbles.”***  
**Note:** Purchase bubble wand containers at any party or dollar store.
- 4) Give positive feedback.
- 5) If appropriate, hand out level completion certificates.

### Future Sessions

Repeat these lessons until participants are ready to move to Level II. Assess each participant’s progress at the end of each session and document their progress. Some participants may progress at different rates than their classmates—adjust the activities for the different levels, encouraging some participants, and challenging others.

Move progressively through each activity – 30 seconds to one minute is a good time limit. Going over each activity several times during a lesson gives the participants time to get used to each one and master it on their own time frame.

\*Refer to Level II for Presentation of Awards Party Ideas



### **Worksheet:** **Level I Knowledge Check**



## Level II: Beginner or Advanced Beginner



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All Instructor candidates will practice or demonstrate the learning activities in the pool.

### Age Ranges and Ratios

**Age range:** 4 years to 5 years

#### Ratio of instructor to participants:

- 1 to 2
- 2 to 4 with aide
- Competent, experienced instructor: 1 to 3 or 2 to 6
- As instructors become more experienced in these techniques, ratios may increase

### Equipment

- Body Glove™
- Stearns™
- Speedo™
- Aquatic Safety Research Group – Note & Float jacket:

<https://www.watersafety.com/store/incentives-and-programs/note-and-float-program-1.html>

Note: Youth and adult jackets are also available.



### Level II Guidelines:

- While participant's age may put them in Level II, instructors may need to address some of the basics from Level I.
- This age group generally has better coordination and impulse control than the Level I participants.
- These participants are more suited to learn the more advanced stroke techniques.
- For the first to third lessons, most participants will wear their life jackets the entire lesson. This technique quickly builds confidence, coordination and endurance.
- By the third or fourth lesson, participants will wear their life jackets for half of the lesson as instructed.
- While results vary, most participants will swim 10 meters freestyle or doggie paddle by the tenth lesson.

## Learning Outcomes

After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

## Guardian Participation

During Level II sessions, guardians provide non-verbal motivation and encouragement from a spot near the pool during the lesson. However, if a participant is distressed, the guardian may participate as in Level I. Advise guardians that they should be prepared to assist by bringing a bathing suit and towel.

## Key Terms

- Flutter kick
- Doggie paddle
- Blowing “bubbles and air”
- Exit, turn, and return
- Proper pool entry – Slide in
- Proper pool entry – Feet First Jump Entry
- Front float pop-up
- Back float
- Front float to back float
- Back float to front float
- Freestyle
- Backstroke
- Treading water

## Level II: Lessons

### Welcome and Lesson Dynamics

These introductions set the stage for successful outcomes.

- 1) Welcome participants and their guardians to the program.
- 2) Instructor gives brief background history.
- 3) State the participants’ names.
- 4) Allow participants to introduce themselves to the person next to them.
- 5) Explain the value and reason for using life jackets.

Examples: Confidence builder, protects non-swimmers, provides for maximum use of instruction time, builds endurance progressively.

- 6) Explain the class pace.

**Say: “We’ll be progressing through each activity to keep everyone engaged and attentive”**

- 7) Explain skill progression.

**Say:** *“The skills you learn at this level promote the skills necessary for successful independence in the water. We are working to help you feel comfortable with swimming activities and to pass your facility’s swim test.*

## **Safety Instructions and Procedures**

Discuss safety instructions and procedures facing the guardians. Emphasize that safety awareness is the top priority.

- 1) Emphasize that participants must ask an adult for permission to enter the pool and should only enter the pool by sliding in or jumping in feet first wearing a life jacket unless directly supervised.
- 2) Walk guardians and participants around the pool area, pointing out the No Diving signs and other listed rules.
- 3) State that participants should only walk in the pool area. No running in the pool area.
- 4) Demonstrate how to enter the pool area with an adult.
- 5) Point out the depth markers.

Say: “The shallow area is {#} to {#} feet deep. The deep section is {#} to {#} feet deep.”

- 6) **Ask:** *“Do you know what a lifeguard is?”*

Field answers.

**Say:** *“The lifeguard or adult is normally the person you go to when help is needed?”*

**Ask:** *“Where is the lifeguard?”*

- 7) Define the types of behaviors that are considered unsafe: horseplay, rough play, touching other participants.
- 8) Explain that participants should report misconduct or bad behavior to the instructor or an adult.
- 9) Instruct participants to be one arm’s length apart from each other at all times.
- 10) Confirm understanding of rules.

**Ask:** *“What are the pool rules?”*

**Ask:** *“What is the no touch policy?”*

**Ask:** *“What types of behaviors count as misconduct or bad behavior?”*

**Ask:** *“To whom do you report misconduct or bad behavior?”*

**Ask:** *“How do you ask for permission to enter the pool?”*

**Ask:** *“Who’s in charge at home?”*

Normally, participants will say, “Mom!”

**Ask:** *“Who is in charge during swim lessons?”*

Participants should say, “You!”

**Ask:** *“Who’s the boss?”*

Participants should say, “You!” Be prepared for some funny answers here!

- 11) If time allows, simulate someone who needs help. Ask a guardian or participant report to the lifeguard or demonstrate calling 9-1-1.

## Level II: Activities

Welcome participants and their guardians. Begin activities after a review of safety guidelines.

### Level II Activities Outline

<b>DRY LAND</b>	<b>1</b> Dry Land Jogging in Place	<b>6</b> Rotary Breathing
	<b>2</b> Dry Land Bubbles and Air	<b>7</b> Dry Land Backstroke
	<b>3</b> Dry Land Flutter Kick	<b>8</b> Dry Land Butterfly
	<b>4</b> Dry Land Doggie Paddle	<b>9</b> Dry Land Breaststroke
	<b>5</b> Dry Land Freestyle	
<b>IN POOL</b>	<b>10</b> Flutter Kick on Pool Ledge	<b>29</b> Back Float to Front Float
	<b>11</b> Hand Assist Bubbles and Air	<b>30</b> Front Float to Back Float
	<b>12</b> Blow Out, Blow Under	<b>31</b> Treading Water
	<b>13</b> Sway Side to Side	<b>32</b> Review all Skills without Life Jacket
	<b>14</b> Doggie Paddle Hand Motion and Flutter Kick	<b>33</b> Alligator Crawl with Bubbles and Air
	<b>15</b> Proper Pool Entry – Slide Entry	<b>34</b> Ankle Glide and Follow Back to Wall
	<b>16</b> Proper Pool Entry – Feet First	<b>35</b> Strokes Introduction
	<b>17</b> Exit, Turn & Return	<b>36</b> Freestyle
	<b>18</b> Bobbing Up and Down	<b>37</b> Backstroke
	<b>19</b> Bobbing Up and Down with Bubbles and Air	<b>38</b> Butterfly
	<b>20</b> Flutter Kick in Water	<b>39</b> Breaststroke
	<b>21</b> Front Float (Pop-Up Position)	<b>40</b> Lessons 5 to Mastery
	<b>22</b> Progressive Doggie Paddle	<b>41</b> Assessment: Shallow End
	<b>23</b> Doggie Paddle with Bubbles and Air	<b>42</b> Assessment: Deep End
	<b>24</b> Back Float Assist	<b>43</b> Reinforcing Supervision and Life Jackets
	<b>25</b> Assessment: Doggie Paddle Independently	<b>44</b> Boat Safety
	<b>26</b> Back Float with Flutter Kick & Sculling	
	<b>27</b> Back Float to Doggie Paddle	
	<b>28</b> Counting to 10 While Submerged	

### Activity: Dry Land Jogging in Place

#### Activity Instructions

- 1) Have participants jog in place as a warm up. Be sure they maintain distance from other participants in the class (arm length).



### Activity: Dry Land Bubbles and Air

#### Activity Instructions

- 1) Practice taking a breath while standing, then squatting and blowing air. Repeat process several times – standing take a breath, squatting blowing out.



### Activity: Dry Land Flutter Kick

#### Activity Instructions

- 1) Have participants recline on the ground, with their arms supporting from behind.
- 2) Instruct participants to practice the flutter kick with their legs raised a few inches off of the ground.

**Say: "Straight leg kick. Point your toes! Kick. Break. Kick again."**



### Activity: Dry Land Doggie Paddle

#### Activity Instructions

- 1) Instruct participants to reach forward with one arm, palms cupped, pull down, then back in a circular motion.
- 2) Instruct them to add the second arm, alternating motions.



## Stroke Descriptions

Activity	Description
<b>Backstroke</b>	<ul style="list-style-type: none"> <li>• Demonstrate and practice back stroke arms by brushing past each ear, enter water with pinky finger while using flutter kick motion.</li> <li>• Demonstrate breathing - inhale and exhale.</li> <li>• Emphasize head back, not looking at feet.</li> </ul>
<b>Freestyle</b>	<ul style="list-style-type: none"> <li>• Demonstrate bubbles and air technique while bobbing up and down.</li> <li>• Demonstrate doggie paddle arms with bubbles and air technique.</li> <li>• Demonstrate straight leg kick by sitting on pool ledge and practice.</li> <li>• Demonstrate freestyle rotary breathing with kickboard or with partner's palms up.</li> <li>• Emphasize that one hand must touch before second hand pulls down.</li> <li>• Emphasize not breathing forward.</li> </ul>
<b>Butterfly</b>	<ul style="list-style-type: none"> <li>• Demonstrate pull-breathe-kick-kick.</li> <li>• Demonstrate keyhole motion and lifting head up to breathe then coordinate a double dolphin style (kick-kick).</li> <li>• Add wiggle kick drill.</li> </ul>
<b>Breaststroke</b>	<ul style="list-style-type: none"> <li>• While standing, demonstrate head down and make a heart shaped pull down motion to the chin.</li> <li>• Demonstrate a pull-breathe-kick-glide progression.</li> <li>• Demonstrate the breast stroke kick by bringing feet down and around as a whip kick while seated on pool ledge.</li> </ul>

### Activity: Dry Land Freestyle

#### Activity Instructions

- 1) Instruct participants to reach forward with one arm, pull down and over the head.
- 2) No straight arm on pull. Bend elbow so hand is closer to body, pulling in a <math><100^\circ</math> angle.
- 3) Instruct them to add the second arm, alternating motions.
- 4) At this stage, tell participants to pull one arm down and out, and bring around to "tap" the other.



### Activity: Rotary Breathing

**Rotary Breathing** incorporates breathing into the stroke mechanic for the freestyle stroke.

#### Activity Instructions

- 1) Instruct participants to bend over at the waist, and practice freestyle arm movement.
- 2) On third stroke, have the participant practice turning head to the side as arm catches and pulls down. Remind them to breathe the “air” part of “bubbles and air.”
- 3) As the arm pulls up and over, have them turn their face back to the prone position, blowing “bubbles.”
- 4) Keep coaching the participant through the rotary breathing technique for the freestyle stroke.

### Activity: Dry Land Backstroke

#### Activity Instructions

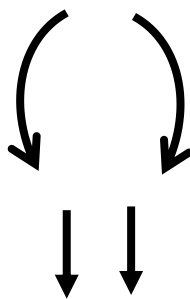
- 1) Instruct participants to reach backward with one arm, rub past their ear, and enter the water with their pinkie finger. Then pull back then down. Circle other arm in the same motion.
- 2) No straight arm on pull.
- 3) Keep the motion going, making corrections as needed.



### Activity: Dry Land Butterfly

#### Activity Instructions

- 1) Instruct participants to circle arms backward starting at hip/waist, bringing the arms up and forward to complete the arm circles. Bring arms down to hip/waist, and circle again. Hands are cupped as they enter the water in front of the body to push water down. Straight arms on recovery only. Make a “keyhole” with hands.
- 2) Keep the motion going, making corrections as needed.



### *Level II – Butterfly Examples, Keyhole with Hands*

### Activity: Dry Land Breaststroke

#### Activity Instructions

- 1) Instruct participants to circle arms forward in a symmetrical sculling motion, making a backward “heart” with their hands. Hands are cupped to pull water away from the body.
- 2) No straight arms on pull. Elbow angle is  $<100^\circ$ .
- 3) Keep the motion going, making corrections as needed.
- 4) Practice whip kick sitting on pool ledge.



### Activity: Pool Ledge Flutter Kick

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge facing instructor

#### Activity Instructions

- 1) Demonstrate the flutter kick to participants for 10 seconds.
- 2) Instruct participants to practice the flutter kick with 10-second breaks.

**Say: "Straight leg kick. Point your toes! Kick. Break."**

- 3) Add Bubbles and Air while kicking.

**Say: "Blow bubbles! Now breathe, now blow bubbles!"**



### Activity: Hand Assist Bubbles and Air

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian

#### Activity instructions

- 1) Demonstrate hand assist bubbles and air.
- 2) Instruct participants to practice hand assist bubbles and air.

### Activity: Blow Out, Blow Under

This activity, like the Guardian Submersion with Bubbles and Air activity in Level 1, has many names: Blow Out the Candle, Blow Out the Birthday Cake, or Blow the Teacher Under. Which name the instructor chooses to use is solely their decision, but activity teaches the same concept: Bubbles and Air breathing technique. In this activity, the instructor tells the participants to pretend to blow out a candle or cake or blow the instructor under the water. The participants take a deep breath and blow; the instructor submerges, exhale through their mouths and noses while under water (bubbles), surface, and inhale above water (air).

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge facing instructor

#### Activity instructions

- 1) Instruct participants to blow out the candle, blow out the birthday cake, or blow the instructor under.
- 2) Submerge with bubbles and air.

### Activity: Sway Side to Side

**Sway Side to Side** is an activity that helps participants begin to trust that their instructor will keep them safe in the water. Instructor holds their participant by the torso—underneath the armpits—and gently sways side to side in the water.

**Note:** Holding participants under the armpits allows participants to move their arms in the water immediately.



### Activity: Pool Ledge Doggie Paddle and Flutter Kick

- 1) Lean forward on stomach.
- 2) Stretch arms underneath the water.
- 3) Cup hands with palms facing down.
- 4) Alternate hands in a scooping motion pulling toward body and throwing the water behind.
- 5) Demonstrate adding flutter kick and bubbles and air.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge

#### Activity instructions

- 1) Demonstrate doggie paddle hand motion above the water.
- 2) Instruct the participant to imitate hand motion and flutter kick.
- 3) Instruct participant to imitate bubbles and air.

### Activity: Proper Pool Entry - Slide Entry

After practicing the basic swimming and breathing techniques from the pool ledge, the next step is to enter the pool. In this activity, instructors teach participants and guardians the proper ways to enter the pool: **Slide Entry or Steps Entry.**

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge, transitioning to the water



#### Activity Instructions

- 1) Have participants sit arms distance apart.
- 2) Demonstrate how to slide into the pool from the pool ledge, turn, and grab the pool ledge.
- 3) Instruct participants to practice sliding into the pool from the pool edge, turn, and grab the pool ledge.

### Activity: Proper Pool Entry – Feet First Jump Entry

Emphasize always jump forward and away from pool ledge/wall. Do not jump near the pool side. Practice is essential as participant initially is prompted to reach for the instructor's arms. Do not allow twisting or turning backward.

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge, transitioning to the water



#### Activity Instructions

- 1) Instruct participants to stand at arms distance apart.
- 2) One at a time, have participants jump toward the instructor. Call each participant by name, then have them swim to opposite end of pool.

**Optional**– Instructor should be available close by participant with rescue tube.

#### Activity: Exit, Turn and Return

The **Exit, Turn, and Return** is an activity where participants learn to exit the pool by climbing out on the pool edge, turn in a squat position, and then return to face the instructor.



#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate Exit, Turn, and Return.
- 2) Instruct participants to practice the skill.  
**Say: "Exit, turn, and return."**



### Activity: Bobbing Up and Down

**Bobbing Up and Down** is an activity where participants are testing and learning their buoyancy in the water. Participants bob up and down only to the point that their chins touch the water. This is an introduction to bobbing up and down with bubbles and air.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate bobbing up and down with one hand on top of the head. This technique allows for participant control of submersion.
- 2) Instruct participants to practice bobbing up and down while onto the wall.

**Note:** Remind participants that only their chins should touch the water on the way down, then progress to practicing with the mouth, then the mouth and nose, and then entire head submersed.

### Activity: Bobbing Up and Down with Bubbles and Air

In this activity, participants bob up and down while practicing bubbles and air breathing.

**Note:** Some participants have problems going under the water with the life jacket on. For this activity, participants may need to practice on the pool steps with the life jacket removed and direct supervision.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate bobbing up and down with bubbles and air.
- 2) Instruct participants to practice bobbing up and down with bubbles and air.

**Note:** Remind participants to try initially bobbing to their chin, then mouth, then mouth and nose, and finally their entire head should touch the water on the way down.



### Activity: Two-Hand Wave

**Two-Hand Wave** is an activity where participants let go of wall and wave to their guardians with two hands. Participants face the ledge, release their hands from the wall, wave to their guardians for five seconds, and then grab the wall again. This activity allows instructors to address participant buoyancy in the life jacket.

**Note:** If a participant does not have a hand or arm, adjust verbiage accordingly: “One-hand wave” or “One-arm wave”

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing pool ledge

### Activity Instructions

- 1) Demonstrate the two-hand wave.
- 2) Instruct participants to release their hands from the wall, wave to their guardians for five seconds, and then grab the wall again.
- 3) Repeat three to four times.



### Activity: Flutter Kick in Water

**Flutter Kick** is a motion used in swimming to that keeps the legs up so that the upper body may perform the arm strokes necessary for forward propulsion. In this activity, explain and demonstrate a flutter kick while holding onto the pool ledge. Then instruct participants to practice the flutter kick.

#### Location

- **Instructor:** In water facing and holding onto pool ledge; transition to facing participants
- **Participant:** In water facing and holding onto pool ledge



### Activity Instructions

- 1) Demonstrate holding onto the wall while flutter kicking.
- 2) Instruct participants to face the pool ledge, hold onto it, and practice the flutter kick for 10 to 20 seconds.  
**Say: "Straight leg kick. Point your toes! Kick."**
- 3) Break for 5 seconds.
- 4) Repeat for 10 to 20 seconds.

### Activity: Front Float (Pop-Up Position)

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing guardian

### Activity Instructions

- 1) Demonstrate front float (pop-up position).
- 2) Encourage participant to doggie paddle with a straight-leg, flutter kick, bubbles and air, and doggie paddle arm rotation.
- 3) Instruct participants to practice front float (pop-up position).
- 4) Instruct participants to front float for 10 seconds.

**Activity: Progressive Doggie Paddle**

**Progressive Doggie Paddle** is an activity where participants slide entry into the pool and begin doggie paddling. Participants are arm's-length apart. Instructor walks backward as participants swim to him/her.



Location

- **Instructor:** In water facing participants
- **Participant:** On pool edge; transition to water facing instructor

Activity Instructions

- 1) Select a participant from the group.
- 2) Demonstrate the doggie paddle.
- 3) Instruct participants to perform the doggie paddle while walking backward.
- 4) Continue to increase the distance the participants doggie paddle.

**Activity: Doggie Paddle with Bubbles and Air**

**Doggie Paddle with Bubbles and Air** is an activity where participants combine the bubbles and air breathing technique with the doggie paddle. Instructor will assist participants and then participants will perform the activity unassisted.

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate the doggie paddle with bubbles and air.
- 2) Instruct participants to perform doggie paddle with bubbles and air with instructor assistance.
- 3) Instruct participants to perform doggie paddle with bubbles and air unassisted.

If pool formation is ...	Instruct participants to swim ...
Length-wise	Two laps
Width-wise	Four laps





***Instructor's Tip!***

***Buoyancy*** is the ability to float and is the introduction to the prone float. Floating is essential for progression to advanced strokes.

**Activity: Back Float Assist**

***Back Float Assist*** is an activity where participants maintain a horizontal position on their backs in the water. Participants initially tend to be fearful of floating on their backs. This activity helps participants continue to trust their instructor to support and assist them in the water. Notice that their bottoms drop down into the water and their legs pop up out of the water.

Location

- ***Instructor:*** In water facing participants
- ***Participant:*** In water facing away from instructor, belly up

Activity Instructions

- 1) Select a participant and demonstrate the proper back float position.
- 2) Instruct participant to back float for 10 seconds.
- 3) Instruct demo participant to flutter kick and move backward with the participant while assisting and pulling backward under the armpits.
- 4) Instruct participants to back float and flutter kick backward across the pool after a push off from the wall.



### Assessment: Doggie Paddle Independently in Group Lessons

After participants in group lessons have repeated all skills without their life jackets, assess their independent doggie paddle skill. To pass this assessment, participants should fall into the water with a forward motion unassisted and swim at least three feet to the instructor.

**Tip:** Ask the participant how far back to stand for each challenge. Participants progressively realize they will go from three feet to four feet as the instructor steps slowly away, ready to grab at a moment's notice of distress.

Request that parent/caregivers assist with life jackets to keep the pace moving and allow all participants individual time without the life jacket.



### Activity: Back Float with Flutter Kick and Sculling

Grab wall with two hands, push off and glide. Back float with flutter kick. Sculling motion occurs by using palms inward and outward, underwater, by the participant's side.

#### Location

- **Instructor:** In water alongside participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the back float with flutter kick and sculling technique.
- 2) Instruct participants to perform back float with flutter kick and sculling technique.

### Activity: Back Float to Doggie Paddle

This activity helps participants continue to feel comfortable and confident on their backs.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

#### Activity Instructions

- 1) Instruct participants to move into a back float and scull while flutter kicking.
- 2) When participants have reached the midpoint or opposite side of the pool, instruct participants to flip to their stomachs by throwing their hand across their chest and grab the wall with two hands (or available hand). If reaching midpoint, instruct participant to turn back towards starting point.
- 3) Instruct participants to doggie paddle back to the starting point.

### Activity: Counting to 10 While Submerged

Participants will submerge, **Count to 10**, and then return to the surface. Encourage participants to slowly release their bubbles.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing the wall

#### Activity Instructions

- 1) Demonstrate counting to 10 while submerged near the wall.
- 2) Instruct participants to attempt counting to 10 while submerged.





### Activity: Back Float to Front Float

This activity helps participants continue to feel comfortable and confident moving from the back float to the prone position.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

#### Activity Instructions

- 1) Instruct participants to move into a back float.
- 2) Instruct participants to flip to their stomachs by throwing their hand across their chest and rotate their body into the prone position.

### Activity: Front Float to Back Float

This activity helps participants continue to feel comfortable and confident moving from the prone position to the back float position.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a front float prone position

#### Activity Instructions

- 1) Instruct participants to move into a front float prone position.
- 2) Instruct participants to flip to their backs by rolling one shoulder backward and rotating their body into a back float.

### Activity: Treading Water

**Treading Water** is a skill requiring a vertical position with head above the water. Once upright, “scull” hands back and forth by moving them in circular motions and moving legs in a bicycle, flutter, or frog/whip kick. Treading water should be attempted initially with the life jacket.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate how to tread water.
  - 2) Prompt participants to tread water.
- Say: “Use your bicycle feet motion. Move hands under water with palms in and out.”**
- 3) Grab wall when tired.
  - 4) Continue to increase the treading time as the participants build endurance.
  - 5) Demonstrate how to tread water with no sculling motion and using on only the legs: scissors, bicycle, flutter, or breaststroke kicks.



### Review All Skills without Life Jackets

Practice skills without the assistance of life jackets. Have the participants remove their life jackets one at a time or as instructed.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Instruct guardians to remove the life jackets.
- 2) Practice swimming a designated distance toward instructor with each stroke. As lessons progress, request that participant swims further each time.
- 3) When participant tires, have parent/caregiver/guardian assist with putting life jacket back on.

### Activity: Alligator Crawl with Bubbles and Air

**Alligator Crawl with Bubbles and Air** is a confidence-building activity. In this activity, move participants to a baby pool or use the pool steps or ledge. Participants lie on their bellies in very shallow water and move along the bottom like an alligator. Participants simulate doggie paddling, bubbles and air, and flutter kick. In the beginning, participants touch the bottom of the pool, steps, or ledge. As participants progress, they rely less on touching the bottom as a means of stabilization as they are challenged to lift their hands off the bottom and float.

#### Location

- **Instructor:** In water alongside participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Move participants to a baby pool or the pool steps.
- 2) Demonstrate the alligator crawl.
- 3) Instruct participants to attempt the alligator crawl.
- 4) Instruct participants to attempt lifting hands and feet off the bottom of the step/ledge.



#### Activity: Ankle Glide and Follow Back to Wall

The **Ankle Glide** allows the participant to securely glide through the water toward the pool edge.

#### Location

- **Instructor:** In water facing participant's back
- **Participant:** In water facing edge of pool

#### Activity instructions

- 1) Secure the participant with one hand across their chest and hold one ankle with participant's feet on instructor's bent legs.
- 2) Quickly switch hands to both ankles and straighten legs to glide participant toward the pool wall.
- 3) Instruct participants to grab the edge of the pool as they get close to it.



**One-Ankle hold**



**Two-Ankle hold**



**Level II – Push and Glide with Bubbles and Air**

### Activity: Strokes Introduction

This activity continues from the Dry Land Stroke practice and introduces the stroke and kick mechanics to the participants.

#### Location

- **Instructor:** In water facing participants
- **Participant:** Sitting on pool ledge to observe demonstration

#### Activity Instructions

- 1) Demonstrate the mechanics of each stroke, including arm motions and kick type.
- 2) Instruct participants to get in water initially with their life jackets on, and allow them to try each stroke, first with the arm motion, then the leg motion, then combining the two motions.

## Strokes

### Breaststroke

Arms move forward from breast at the surface of the water, then pull backward under the water for propulsion. Simultaneous thrust of the legs is called the frog kick. The swimmer must touch the wall with both hands



### Turns

Quick turns are key to good race. the swimmer must touch the wall on each turn.



### Crawl stroke

The legs perform a kicking action while the arms are alternately brought over head and into the water.



### Turns

Swimmers in crawl stroke and backstroke races may somersault when reaching the wall, touching it only with feet.

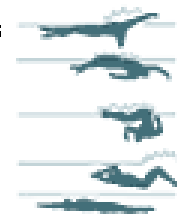


### Backstroke

The swimmer stays on his or her back and uses an overhand arm motion and a flutter kick. The swimmer may stay under the water for 15 meters after starting and turning.



### Turns



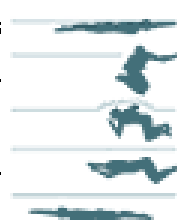
### Butterfly

It is the most demanding stroke – a simultaneous overhand arm motion combined with a dolphin kick. The swimmer must touch the walls with both hands.



### Turns

Swimmer makes an open turn after touching the wall with both hands and pushes off with feet.



The Associated Press and The Seattle Times

### Activity: Freestyle

**Note:** When participants are in their life jackets, allow them to use forward breathing; when repeating this activity without jackets, encourage them to use the proper side-breathing technique.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



#### Activity instructions

- 1) Demonstrate the freestyle technique for 10 to 15 feet.
- 2) Instruct participants to practice the freestyle technique.
- 3) Introduce rotary breathing every third stroke.
- 4) Initially instruct participants to pick a side for rotary breathing.



### Backstroke

**Backstroke** is performed by initiating a back float and flutter kicking. As participants move backward through the water, brush one arm past each ear with their pinky finger entering the water first while breathing steadily. (Refer to stroke descriptions in activity outline).

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the backstroke technique.
- 2) Instruct participants to practice the backstroke technique.
- 3) Instruct participants to flip over without assistance and hold position for 5 seconds.
- 4) Repeat for 10 seconds.

**Note:** Backstroke to Freestyle – to supervise two participants without life jackets, have one sit on pool ledge observing while the instructor pulls and assists the Backstroke; then Ankle Glide back to pool side Freestyle. This method allows 100% supervision of both participants.



## Butterfly

Add the **Butterfly** to sessions if time allows. Butterfly is an activity where participants begin with arms overhead with elbows higher than their hands. They then pull arms toward the body under water and perform a keyhole motion. Sweep the arms out of the water, breathe in while lifting head, and then follow with two dolphin kicks.

### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

### Activity instructions

- 1) Demonstrate the butterfly technique stating "pull-BREATHE-kick-kick" with an emphasis on breathing techniques.
- 2) Instruct participants to attempt the butterfly.

**Say: "Pull-BREATHE-kick-kick."**

## Breaststroke

Add the **Breaststroke** to sessions if time allows. Breaststroke is a technique where participants move forward through the water by moving arms under the water in an upside-down heart motion, breathe while pulling, whip or frog kick, and then glide.

### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

### Activity instructions

- 1) Demonstrate the breaststroke technique.
- 2) Instruct participants to attempt the breaststroke with assistance, as needed. Use a one-hand switching position—four laps and then switch—to allow the participant to begin swimming on their own.

**Say: "Pull-breathe-kick-glide."**



## Lessons 5 to Mastery

### Activity instructions

- 1) Instruct participants to enter the pool. Specify the entry method the participants should use:
  - Slide entry unassisted
  - Jump in with assistance
  - Jump in without assistance
- 2) Once in the pool, instruct participants to begin lap swimming with life jackets.
- 3) Encourage participants by extending hands and instructing them to reach for the instructor's hands.
- 4) As participants achieve proficiency, select one participant to remove their jacket and then swim as far as they can to instructor using the doggie paddle with breathing techniques.
- 5) Ask the participant to tell how far away to stand.

**Example:** This may be two feet, three feet, or six feet.

- 6) For three minutes, repeat this activity with the other participant. Increase the distance between instructor and the participant each time, as the participant requests. Ask the participant to add one breath the first time; two breaths the second time.

**Important Note:** When the participant recognizes that they are tired or guardian notices that the participant needs assistance, encourage the participant to ask for the life jacket. Instruct the guardian to put the life jacket on their participant, while repeating the activity with another participant. This maintains the session's pace.

- 7) Repeat this activity with all participants. This allows the instructor to monitor all participants.

### Assessment: Shallow End

**Shallow End Assessment** determines how far participants will swim in the shallow end without assistance. This assessment gives participants control over their learning and progress by allowing them to determine the distance between themselves and the instructor, aiding with discipline and control.

### Assessment instructions

- 1) Determine how far each participant will swim.
  - a. Instruct the participant to slide into the water.
  - b. Instruct the participant to front float with assistance. Push glide the participant from the ankle position back to the wall.

**Note:** This method allows for instructor to visually supervise all participants.

- 2) Repeat with each participant, one at a time.

**Note:** One participant is in a life jacket while the other swims along side at arm's length. The participant in the jacket should swim to the other side of the pool. This gives the jacketed participant extra practice while the other participant has individual instructor time.



### Assessment: Deep End

Instructors ensure that they have a rescue tube readily available in the water. When the instructor to participant ratio is more than 1 to 1 allow the non-swimmers to keep their life jacket on as directed.



Assessment instructions:

Instruct the participant to do the following and monitor the participant's actions:

- 1) Slide into the deep section of the pool.
- 2) Do one of the following:
  - Swim one lap in the deep section to the opposite end and tread water for one minute.
  - Swim half the distance of the deep section, stop, tread water for 10 seconds, and continue swimming to the opposite end.
- 3) Swim four laps unassisted width-wise or two laps length-wise.
- 4) Tread water for one minute.
- 5) Exit the pool properly.

**Note:** Each facility may have a different skills test. Adjust and modify accordingly.



### Class Discussion:

**What swimming activities are limited for participants who have not successfully completed the deep end assessment?**

### Reinforcing Supervision and Life Jackets

Discuss the following with each guardian when participants have successfully passed their swim assessments:

- Participants need constant supervision until they have successfully completed the following:
  - ∴ **Facility** - Required swim test.
  - ∴ **Private** - Tread water for one minute and swim back and forth the longest distance in pool.
- Participants should ask for and wear a life jacket when they are tired or when guardians notice that they are tired.
- Many facilities are “swim at your own risk.” Be vigilant and remind parent/caregivers to always supervise their children closely.

### Suggested Level Culminating Activities

After weeks of practice and hard work, it is a nice gesture to reward participants with a small party, awards presentation, prizes, forum to share feedback, and family water activities.

Some ideas include:

- Ice cream party
- Awards presentation, including participant feedback
- Treasure chest
- Splash party
- Any of the cumulating activities detailed in Level I of this manual

### Presentation of Awards Party Ideas

- 1) Index Card Survey – at the beginning of the party, hand each parent/caregiver an index card. Ask them to write their participant's name on the top and what they liked best about swimming lessons. Ask that the cards be turned into the instructor for the awards presentation.
- 2) Serve cake and ice cream (or other treat).
- 3) Award of Medals - Call up each child with the index card and award a medal (available from party supply stores and online). Tell what each child liked best about swimming lessons.
- 4) Water balloon toss (or other game) between parent/caregivers and children afterward.
- 5) Grand Finale – bubble contest (bring small bubble wands as a party favor).



### Optional Cumulating Activity: Boat Safety

Teaching boating safety in the pool is a great end-of-lessons activity for all. Be sure to include caregivers and guardians in this activity.



#### Location

- **Instructor:** In water, facing participants, holding an inflated raft (begin in shallow end of pool)
- **Participant:** At edge of pool water facing instructor

#### Activity instructions

- 1) Demonstrate proper boat entry:
  - First hand on the closest side of the boat.
  - Step into the boat with one leg.
  - Second hand on the opposite side of the boat.
  - Swing the other leg into the boat.
  - Sit in the boat.
- 2) Instruct participants to enter a boat properly.
- 3) Capsize the boat with participants inside.
- 4) Instruct participants to stay with the boat and hold onto it until help arrives.



**Ask: “What they should do if the boat capsizes?”**

Participants should answer: “Stay with the boat until help arrives.”

Instructors can pull the participants around the pool in the boat.

#### Boat Safety – Approaching the Boat



#### Boat Safety – Entering and Sitting in the Boat



#### Boat Safety – Sitting in, and Capsizing the Boat



**Worksheet:**  
**Level II Knowledge Check**

## Level III: Grade School



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All Instructor candidates will practice or demonstrate the learning activities in the pool.

### Age Ranges and Ratios

**Age range:** 6 years to 17 years

**Ratio instructor to participant:** 1:4

### Equipment

- Body Glove™
- Stearns™
- Speedo™
- Aquatic Safety Research Group – Note & Float jacket:

<https://www.watersafety.com/store/incentives-and-programs/note-and-float-program-1.html>

**Note:** Samples of youth jackets.



### Class Guidelines

FAST Swim Program Level III follows Level II skills by increasing confidence and coordination for the grade school swimmer. Any child or young adult who is a non-swimmer or weak swimmer must begin at this level in an approved life jacket. Participants will decrease life jacket use gradually throughout the lesson dependent on the participant's skill level. These skills lead to successful swimming and the ability to pass a swim test.

Upon successful completion of Level III, instructors may recommend swim team options to participants.

### Learning Outcomes

After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure

- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

### Key Terms

- Doggie paddle with bubbles and air
- Treading water
- Kickboard
- Freestyle
- Backstroke
- Butterfly
- Breaststroke

### Level III: Lessons: Welcome and Lesson Dynamics

These introductions set the stage for successful outcomes.

- 1) Welcome participants and their guardians to the program.
- 2) Instructor gives brief background history.
- 3) State the participants' names.
- 4) Allow participants to introduce themselves to the person next to them.
- 5) Explain the value and reason for using life jackets.

**Examples:** Confidence builder, protects non-swimmers, provides a maximum use of instruction time, builds endurance progressively.

- 6) Perform a life jacket fit check.

**Note:** Refer to USCG Life Jacket brochure in appendix for information on proper fitting.

- 7) Explain skill progression.

**Say:** *“The skills you learn at this level promote the skills necessary for successful independence in the water.”*

- 8) Challenge participants by introducing lap swimming.
- 9) Monitor participants' breathing after each lap and give breaks as needed.

## **Safety Instructions and Procedures**

Discuss safety instructions and procedures facing the guardians. Emphasize that safety awareness is a top priority.

- 1) Emphasize that participants must ask an adult for permission to enter the pool and should only enter the pool by sliding in or jumping in feet first wearing a life jacket unless directly supervised.
- 2) Walk guardians and participants around the pool area, pointing out the No Diving signs.
- 3) State that participants should only walk in the pool area. No running in the pool area.
- 4) Demonstrate how to enter the pool area with an adult.
- 5) Point out the depth markers.

**Say:** *“The shallow area is {#} to {#} feet deep. The deep section is {#} to {#} feet deep.”*

- 6) **Ask:** *“Do you know what a lifeguard is?”*

Field answers.

**Say:** *“The lifeguard or adult is normally the person you go to when help you are others need help.”*

**Ask:** *Where is the lifeguard?*

- 7) Define the types of behaviors count as misconduct or bad behavior: horseplay, rough play, touching other participants.
- 8) Explain that participants should report misconduct or bad behavior to the instructor.
- 9) Instruct participants to be one arm’s length apart from each other always.
- 10) Confirm understanding of rules.

Ask the participants:

**“What are the pool rules?”**

**“What is the no touch policy?”**

**“What types of behaviors count as misconduct or bad behavior?”**

**“To whom do you report misconduct or bad behavior?”**

**“How do you ask for permission to enter the pool?”**

- 11) **Ask the participants, “Who’s in charge at home?”**

Normally, participants will say, “Mom!” or “Dad!”

**Ask:** *“Who is in charge during swim lessons?”*

Participants should say, “You!”

**Ask:** *“Who’s the boss?”*

Participants should say, “You!” Be prepared for some unique answers.

- 12) If time allows, simulate someone who needs help. Ask a guardian or participant report to the lifeguard or demonstrate calling 9-1-1.

## Level III: Activities

Welcome participants and their guardians. Begin activities after a review of safety guidelines.

### Level III Activity Outline

<b>DRY LAND</b>	<b>1</b> Dry Land Jogging in Place	<b>6</b> Rotary Breathing
	<b>2</b> Dry Land Bubbles and Air	<b>7</b> Dry Land Backstroke
	<b>3</b> Dry Land Flutter Kick	<b>8</b> Dry Land Butterfly
	<b>4</b> Dry Land Doggie Paddle	<b>9</b> Dry Land Breaststroke
	<b>5</b> Dry Land Freestyle	
<b>IN POOL</b>	<b>10</b> Flutter Kick on Pool Ledge	<b>23</b> Freestyle
	<b>11</b> Hand Assist Bubbles and Air	<b>24</b> Backstroke
	<b>12</b> Proper Pool Entry-Slide Entry	<b>25</b> Butterfly
	<b>13</b> Proper Pool Entry-Feet First	<b>26</b> Breaststroke
	<b>14</b> Exit, Turn and Return	<b>27</b> Treading Water
	<b>15</b> Bobbing Up and Down	<b>28</b> Assessment: Shallow End
	<b>16</b> Flutter Kick in Water	<b>29</b> Assessment: Deep End
	<b>17</b> Doggie Paddle with Bubbles and Air	<b>30</b> Reinforcing Supervision and Life Jackets
	<b>18</b> Doggie Paddle to Front Float	<b>31</b> Boat Safety
	<b>19</b> Doggie Paddle to Back Float	
	<b>20</b> Back Float to Doggie Paddle	
	<b>21</b> Kickboard Activities	
	<b>22</b> Strokes Introduction	

Activity	Description
<b>Backstroke</b>	<ul style="list-style-type: none"> <li>• Demonstrate and practice back stroke arms by brushing past each ear, enter water with pinky finger while using flutter kick motion.</li> <li>• Demonstrate breathing - inhale and exhale.</li> <li>• Emphasize head back, not looking at feet.</li> </ul>
<b>Freestyle</b>	<ul style="list-style-type: none"> <li>• Demonstrate bubbles and air technique while bobbing up and down.</li> <li>• Demonstrate doggie paddle arms with bubbles and air technique.</li> <li>• Demonstrate straight leg kick by sitting on pool ledge and practice.</li> <li>• Demonstrate freestyle rotary breathing with kickboard or with partner's palms up.</li> <li>• Emphasize that one hand must touch before second hand pulls down.</li> <li>• Emphasize not breathing forward.</li> </ul>
<b>Butterfly</b>	<ul style="list-style-type: none"> <li>• Demonstrate pull-breathe-kick-kick.</li> <li>• Demonstrate keyhole motion and lifting head up to breathe then coordinate a double dolphin style (kick-kick).</li> </ul>
<b>Breaststroke</b>	<ul style="list-style-type: none"> <li>• While standing, demonstrate head down and make a heart shaped pull down motion to the chin.</li> <li>• Demonstrate a pull-breathe-kick-glide progression.</li> <li>• Demonstrate the breast stroke kick by bringing feet down and around as a whip kick while seated on pool ledge.</li> </ul>

**Activity: Dry Land Jogging in Place**

Refer to Level II for instructions and illustrations.

**Activity: Dry Land Bubbles and Air**

Refer to Level II for instructions and illustrations.

**Activity: Dry Land Flutter Kick**

Refer to Level II for instructions and illustrations.

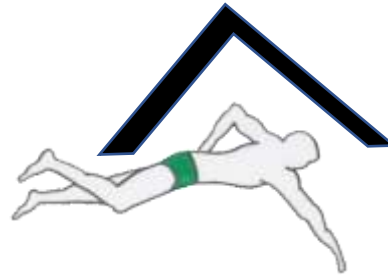
**Activity: Dry Land Doggie Paddle**

Refer to Level II for instructions and illustrations.

**Activity: Dry Land Freestyle**

**Activity Instructions**

- 1) Instruct participants to reach forward with one arm, pull down, back, then circle arm over head.
- 2) No straight arm on pull. Bend elbow so hand is closer to body, pulling in a 90 degree angle (Elbow looks like an “L” – see illustration below).
- 3) Have them add the second arm, alternating motions.



**Activity: Rotary Breathing**

Refer to instructions in Level II



### Activity: Dry Land Backstroke

#### Activity Instructions

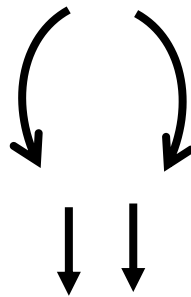
- 1) Instruct participants to reach backward with one arm, pinkie finger enters water first, pull back then down. Circle other arm in the same motion.
- 2) No straight arm on pull.
- 3) Keep the motion going, making corrections as needed.



### Activity: Dry Land Butterfly

#### Activity Instructions

- 1) Instruct participants to circle arms backward starting at hip/waist, bringing the arms up and forward to complete the arm circles. Bring arms down to hip/waist, and circle again. Hands are cupped as they enter the water in front of the body to push water down. Straight arms on recovery only. Make a “keyhole” with hands.
- 2) Keep the motion going, making corrections as needed.

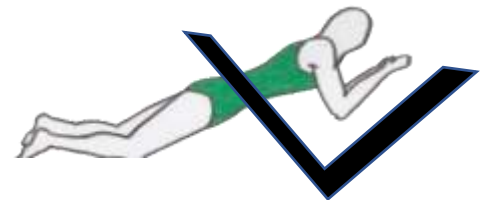


### Level II – Butterfly Examples, Keyhole with Hands

### Activity: Dry Land Breaststroke

#### Activity Instructions

- 1) Instruct participants to circle arms forward in a symmetrical sculling motion, making a backward “heart” with their hands. Hands are cupped to pull water away from the body.
- 4) No straight arms on pull. Elbow angle is 90 degree angle (Elbow looks like an “L” – see illustration).
- 2) Keep the motion going, make corrections as needed.



### Activity: Pool Ledge Flutter Kick

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge facing instructor



#### Activity Instructions

- 1) Demonstrate the flutter kick to participants for 10 seconds.
- 2) Instruct participants to practice the flutter kick with 10-second breaks.  
**Say: "Straight leg kick. Point your toes! Kick. Break."**
- 3) Add Bubbles and Air while kicking.  
**Say: "Blow bubbles! Now breathe, now blow bubbles!"**

### Activity: Hand Assist Bubbles and Air

Most school-aged participants understand blowing bubbles in water. For those that aren't familiar with being in the water, introduce them to the bubbles and air concepts on the pool ledge.

Refer to Level II instructions

### Activity: Proper Pool Entry – Slide Entry

Refer to Level II instructions

### Activity: Proper Pool Entry – Feet First

Refer to Level II instructions

### Activity: Exit, Turn and Return

Refer to Level II instructions

### Activity: Bobbing Up and Down

Refer to Level II instructions

### Activity: Flutter Kick in Water

Refer to Level II instructions

### Activity: Doggie Paddle with Bubbles and Air



#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate the doggie paddle with bubbles and air.
- 2) Instruct participants to perform doggie paddle with bubbles and air with instructor assistance.

3) Instruct participants to perform doggie paddle with bubbles and air unassisted.

If the pool formation is ...	Instruct participants to swim ...
Length-wise	Two laps
Width-wise	Four laps

### Doggie Paddle to Front Float

*Doggie Paddle to Front Float* is an activity where assist participants with doggie paddling skills, then remaining in a prone floating position.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate doggie paddling and then floating in the prone position.
- 2) Instruct participants to doggie paddle to instructor.
- 3) Instruct participants to move into a front float in prone position.

### Activity: Doggie Paddle to Back Float

*Doggie Paddle to Back Float* is an an activity where participants begin doggie paddling, then turn over to a back float.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing away from guardian



#### Activity Instructions

- 1) Demonstrate doggie paddling and flipping to back float.
- 2) Instruct participants to doggie paddle to instructor.
- 3) Instruct participants to move into a back float by throwing their arm across their body.



### Activity: Back Float to Doggie Paddle

This activity helps participants begin to feel comfortable and confident on their backs.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

#### Activity Instructions

- 1) Instruct participants to move into a back float by throwing their arm across their body.
- 2) Instruct participants to turn over and doggie paddle.

### Optional Activity: Kickboard Practice

Some participants need extra help with kick techniques. **Kickboard** activities allow the instructor to assess form and adjust accordingly. In this activity, the participants will hold onto a kickboard and practice one lap each of the following:

- Outstretched arms with flutter kick
- Outstretched arms with dolphin kick
- Outstretched arms with whip or frog kick
- Back float with board across stomach with flutter kick
- Rotary breathing – face in water blowing bubbles, then turning head to one side to breathe.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.
- 2) Instruct participants to practice flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.



#### **Class Discussion:**

**Discuss instructor positioning for kickboard activity.**

### Activity: Strokes Introduction

This activity continues from the Dry Land Stroke practice and introduces the stroke and kick mechanics to the participants.

#### Location

- **Instructor:** In water facing participants
- **Participant:** Sitting on pool ledge to observe demonstration

#### Activity Instructions

- 1) Demonstrate the mechanics of each stroke, including arm motions and kick type.
- 2) Instruct participants to get in water, and allow them to try each stroke, first with the arm motion, then the leg motion, then combining the two motions.

\*Refer to Strokes Introduction illustration in Level II

### Activity: Freestyle

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



#### Activity instructions

- 1) Demonstrate the freestyle with kickboard for 10 to 15 feet.
- 2) Instruct participants to practice the freestyle with kickboard while instructor is pulling the kickboard.

**Say:** “*Slow arms, fast feet.*”

**Note:** Teach participants to breathe to alternating sides on the third stroke.

#### Activity: Backstroke

**Backstroke** is performed on the back while flutter kicking. As participants move backward through the water, brush one arm past each ear with the pinky finger entering the water first and then pull arm through the water while breathing steadily above the water.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate the backstroke technique with a push off glide from the wall.
- 2) Instruct participants to practice the backstroke technique.
- 3) Demonstrate how to flip over to a front float position, then return to the back float position. For this demonstration, throw one arm across the chest to assist with flipping from back to front and then front to back.
- 4) Instruct participants to flip over without assistance and hold position for 5 seconds.
- 5) Repeat for 10 seconds.



### Activity: Butterfly

**Butterfly** is an activity where participants begin with arms overhead with elbows higher than their hands. They then pull arms toward the body under water and perform a keyhole motion. Sweep the arms out of the water, breathe in while lifting head, and then follow with two dolphin kicks.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



#### Activity instructions

- 1) Demonstrate the butterfly technique stating "pull-BREATHE-kick-kick" with an emphasis on breathing techniques.
- 2) Instruct participants to attempt the butterfly.

**Say:** "Pull-BREATHE-kick-kick."



### Activity: Breaststroke

**Breaststroke** is a technique where participants move forward through the water by moving arms under the water in an upside-down heart motion, breathe while pulling, whip or frog kick, and then glide.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the breaststroke technique.
- 2) Instruct participants to attempt the breaststroke with assistance, as needed. Use a one-hand switching position—four laps and then switch—to allow the participant to begin swimming on their own.
- 3) As participants progress, establish streamline before kick.

**Say:** "Pull-breathe-kick-glide"

### Activity: Treading Water

**Treading Water** is a skill requiring a vertical position with head above the water. Once upright, “scull” hands back and forth by moving them in circular motions and moving legs in a bicycle, flutter, or frog/whip kick.



#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate how to tread water.
- 2) Prompt participants to tread water.  
**Say: “Use your bicycle feet motion. Move hands under water back and forth.”**
- 3) Demonstrate how to tread water with no sculling motion and using on only legs: scissors, bicycle, flutter, or breaststroke kicks.
- 4) Continue to increase the treading time to one minute as the participants build endurance.

#### Assessment: Shallow End

**Shallow End Assessment** determines how far participants will swim in the shallow end without assistance. This assessment gives participants control over their learning and progress by allowing them to determine the distance between instructor and the participants. This, in turn, helps establish discipline and control.

#### Assessment instructions

- 1) Determine how far each participant will swim.
  - a. Remove the life jackets.
  - b. Instruct participant to slide into the water.
  - c. Instruct the participant to back float with assistance. Push glide the participant from the ankle position back to the wall.

**Note:** This method allows for instructor to visually supervise all participants.

- 2) Repeat with each participant, one at a time.

**Note:** One participant is in a jacket while the other swims alongside at arm’s length. The participant in the jacket must swim to the other side of the pool. This gives the jackets participant extra practice.

#### Assessment: Deep End

Instructor will ensure that a rescue tube is readily available.

#### Assessment instructions:

Instruct the participant to do the following and monitor the participant’s actions:

- 1) Slide into the deep section of the pool.
- 2) Do one of the following:
  - Swim one lap in the deep section to the opposite end and tread water for one minute.
  - Swim half the distance of the deep section, stop, tread water for 10 seconds, and continue swimming to the opposite end.
- 3) Swim four laps unassisted.
- 4) Tread water for one minute.
- 5) Exit the pool properly.

### Reinforcing Supervision and Life Jackets

Discuss the following with each guardian when participants have successfully passed their swim assessments:

- Participants need constant supervision until they have successfully completed the following:
  - ∴ **Facility** - Required swim test.
  - ∴ **Private** - Tread water for one minute and swim back and forth the longest distance in the pool.
- Participants should ask for a life jacket when they are tired or when guardians notice that they are tired.



**Monitor Closely – “I’m tired, I need help!”**

### Optional Cumulating Activity: Boat Safety

Teaching boating safety in the pool is a great end-of-lessons activity for all. Reference Level II for illustrations and instructions.

### Suggested Level Culminating Activities

After weeks of practice and hard work, it is a nice gesture to reward participants with a small party, awards presentation, prizes, forum to share feedback, and fun, family water activities.

Some ideas include:

- Ice cream party with awards presentation
- Mock swim meet

\*Refer to Level II for Presentation of Awards Party Ideas



### Worksheet: Level III Knowledge Check



## Level IV: Advanced Swimmer



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All instructor candidates will practice or demonstrate the learning activities in the pool.

### Age Ranges and Ratios

**Age range:** Any age

**Ratio of instructor to participants:**

- 1 to 3
- 1 to 6 if all participants are advanced; this ratio may be flexible
- Swim team levels will be higher

### Level IV Guidelines

Level IV improves on skills presented from Level III and is primarily concentrating on the four strokes. To begin the lesson, instruct the participants to sit on the pool ledge.

- Discuss pool formations for safe practice.
- Discuss conditioning drills.
- Assess swim level and adjust sessions accordingly. Participants should complete Level III before moving to Level IV. Participants who cannot tread water for 1 minute and cannot swim 10 meters must wear an approved life jacket until they show mastery of those skills. Perform the assessment at the beginning of the first session and repeat at each session until mastery is achieved.
- Record pre and post timing of all strokes to measure improvement for each participant. Sometimes parent/caregivers enjoy lap timing; request that parent/caregivers time and record their own child's strokes.

### Learning Outcomes

After completing this training, participants will be able to:

- Review pool rules and be able to discuss their validity
- Develop the necessary stroke mechanic for fitness training or swim team to include:
  - Freestyle
  - Backstroke
  - Breaststroke
  - Butterfly

## Level IV: Lessons

### *Welcome and Lesson Dynamics*

These introductions set the stage for successful outcomes.

- 1) Welcome participants and their guardians to the program.
- 2) Instructor gives brief background history.
- 3) State the participants' names.
- 4) Allow participants to introduce themselves to the person next to them.
- 5) Explain the class pace. (Demonstrate, practice in formation – demonstrate, practice, etc.)
- 6) Explain skill progression.

***Say: “The skills you learn at this level promote the skills necessary for proper stroke mechanics for your swim test or swim team possibilities.”***

### Safety Instructions and Procedures

Discuss safety instructions and procedures facing the participants and guardians. Emphasize that safety awareness is a top priority.

- 1) State that participants should follow all pool rules.
- 2) State that participants should follow the instructor's directives.
- 3) State that participants should only walk in the pool area. No running in the pool area.
- 4) Explain that participants should report misconduct or bad behavior to the instructor.
- 5) Instruct participants to be one arm's length apart from each other at all times.
- 6) If time allows, simulate someone who needs help. Ask a guardian or participant report to the lifeguard or demonstrate calling 9-1-1.

### Begin the Lesson

Instruct the participants to sit on the pool ledge.

- Discuss pool formations for safe practice (see page 34)
- Discuss conditioning drills
- Pre and post timing of all strokes
- Treading water 1 minute
- Treading water 1 minute legs only

## Level IV Activities Outline

IN POOL	1	Review All Skills from Level III	9	Conditioning Drills
	2	Strokes Review	10	Assessment: Deep End
	3	Assessment: Shallow End	11	Mock Swim Meet
	4	Breaststroke		
	5	Freestyle		
	6	Backstroke		
	7	Butterfly		
	8	Kickboard Practice		

Hydrodynamic Principles of Swimming – by Fabio Giorno (published on Livestrong.com) <sup>28</sup>



### Reading Activity:

Read through the Hydrodynamic Principles of Swimming.

Fluid hydrodynamics plays a role in a swimmer's overall performance, because the forces produced in and by water can either increase or decrease a swimmer's velocity. By educating yourself on the behavior of liquids and their effects on objects, and the four principles of hydrodynamics, you can learn to swim more proficiently and optimize your results.

### Forward Power

Swimmers who successfully master "lift" understand that using it helps them create a "sculling" effect, which in turn, produces more torque and power. Lift is the perpendicular force relative to the working arm and comes into play in freestyle propulsion, wherein a swimmer performs a constant windmill-like arm movement to propel himself forward. Sculling forces help swimmers conserve more energy that can be used at a later time.

### Center of Buoyancy

You can learn how to use buoyancy to your advantage to sharpen your swimming exercises, or techniques. Focus on your "center of buoyancy" -- identify the region of your sternum that allows maximum balance while propelling yourself through water -- to swim more proficiently by pressing your upper chest into the water. In turn, this brings your legs closer together, establishes balance and reduces drag as you propel yourself forward. You can work with this concept to improve your breaststroke, backstroke and crawl.

### Maximum Velocity

Swimming coaches stress the importance of using lift and drag. Propulsion is the force generated by your arms and legs to propel yourself forward, and uses lift and drag to maximize velocity in freestyle swimming. Pull backward with your hands curved and at right angles to the pulling direction to maximize your distance per stroke. You should notice a sweeping motion as you propel forward, since propulsion utilizes as much drag and lift resistance as possible relative to the swimmer's hand positions.

### Smoother Strokes

As you propel yourself through the water using both your arms and legs, you will also use larger muscle groups such as your chest, your upper and lower back muscles, and your shoulders, to generate more torque and power

<sup>28</sup> <https://www.livestrong.com/article/433864-hydrodynamic-principles-of-swimming/>

and significantly decrease the amount of resistance from drag. As you perform a pushing motion upon completing your arm movement, you will notice less restriction by the force of drag, allowing you to perform smoother stroke movements.



### Pool Activity

**Practice the four principles of hydrodynamic swimming (forward power, center of buoyance, maximum velocity and smoother strokes)**

#### Review All Skills from Level III

Assess swim level and adjust sessions accordingly. Feasibly, participants should complete Level III before moving to Level IV. Participants who will not tread water for 1 minute and will not swim 10 meters must wear an approved life jacket until they show mastery of those skills.

#### Activity: Strokes Review

- 1) Refer to Levels II and III for Strokes illustration.
- 2) Have all participants sit on the pool ledge.
- 3) Instructor shall demonstrate each stroke (on dry land or in the water), and have the participants mimic the arm stroke motions and kick mechanics.

Activity	Description
<b>Backstroke</b>	<ul style="list-style-type: none"> <li>• Demonstrate and practice back stroke arms by brushing past each ear, enter water with pinky finger while using flutter kick motion.</li> <li>• Demonstrate breathing - inhale and exhale.</li> <li>• Emphasize head back.</li> </ul>
<b>Freestyle</b>	<ul style="list-style-type: none"> <li>• Demonstrate bubbles and air technique while bobbing up and down.</li> <li>• Demonstrate doggie paddle arms with bubbles and air technique.</li> <li>• Demonstrate straight leg kick by sitting on pool ledge and practice.</li> <li>• Demonstrate freestyle rotary breathing with kickboard Emphasize that one hand must touch before second hand pulls down.</li> <li>• Breathe to alternate sides on third stroke.</li> </ul>
<b>Butterfly</b>	<ul style="list-style-type: none"> <li>• Demonstrate pull-breathe-kick-kick.</li> <li>• Demonstrate keyhole motion and lifting head up to breathe then coordinate a double dolphin style (kick-kick).</li> <li>• Chest forward.</li> </ul>
<b>Breaststroke</b>	<ul style="list-style-type: none"> <li>• While standing, demonstrate head down and make a heart shaped pull down motion to the chin.</li> <li>• Demonstrate a pull-breathe-arms forward-kick-glide progression.</li> <li>• Demonstrate the breast stroke kick by bringing feet down and around as a whip kick while seated on pool ledge.</li> <li>• Establish streamline before kick.</li> </ul>

#### Assessment: Shallow End

**Shallow End Assessment** determines how far participants will swim in the shallow end without assistance. This evaluation gives the instructor, an immediate assessment of the skill abilities.

### Assessment instructions

- 1) Determine how far each participant will swim. Utilize the width of the pool in the shallow section to initially assess participants' abilities.
    - a. Instruct participant to slide into the water.
- Note:** This method allows for instructor to visually supervise all participants.
- 2) Repeat with each participant, one at a time with a short gap in between.

### Kickboard Practice

Some participants need extra help with kick techniques. **Kickboard** activities allow instructors to assess form and adjust accordingly. In this activity, the participants will hold onto a kickboard and practice one lap each of the following:

- Outstretched arms with flutter kick
- Outstretched arms with dolphin kick
- Outstretched arms with whip or frog kick
- In back float with board across stomach with flutter kick
- Rotary breathing – face in water blowing bubbles, then turning head to alternate sides to breathe.

### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

### Activity instructions

- 1) Demonstrate the flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.
- 2) Instruct participants to practice flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.

## Conditioning Drills

**Conditioning Drills** are also known as “workouts.” They are used by both swimmers and coaches to warm up and work out for swim teams, master swimmer classes, and as general conditioning exercise for advanced swimmers of all ages. Here are a few examples of conditioning drills (workouts):

# of Laps	Meters	Stroke	Directions
<b>Workout #1</b>	<b>Total Meters: 600 meters</b>	<b>Goal: Build endurance, improve stroke count</b>	
2	50	Crawl Warmup	Rest between laps if needed
4	25	Crawl	Count strokes – keep even #
4	50	Crawl	Rest :30 between each lap
4	25	Crawl	Count stokes – keep even #
2	50	Crawl Warmdown	Swim slowly and relax
<b>Workout # 2</b>	<b>Total Meters: 600 meters</b>	<b>Goal: Build endurance, improve breathing</b>	
	100	Crawl Warmup	Rest between laps if needed
4	50	Crawl	Rest :30 between each lap
4	25	Crawl	Breathing pattern: 4 <sup>th</sup> stroke for 2 laps, 2 <sup>nd</sup> stroke for 2 laps
2	50	Crawl	Rest :30 between each lap
-	100	Crawl Warmdown	Swim slowly and relax
<b>Workout #3</b>	<b>Total Meters: 900 meters</b>	<b>Goal: Develop multiple strokes</b>	
2	100	Crawl Warmup	Rest between 50s if needed
4	25	Backstroke	Rest :15 between lengths
4	25	Breaststroke	Rest :15 between lengths
4	25	Butterfly	Rest :15 between lengths
2	100	Butterfly – 25 Backstroke -25 Breaststroke – 25 Freestyle – 25	Rest :30 between each 50
-	200	Crawl Warmdown	Swim slowly and relax

## Key Ideas for Conditioning Drills

When creating a workout, pick a goal for the workout, such as:

- Work on breathing technique
  - Breathe every three strokes, then breathe every five strokes
  - Alternate sides when breathing
- Work on swimming in a straight line in pool lane
- Keep stroke count the same for each length of the pool
- Use kickboard to work on flutter kick, frog kick (breaststroke), dolphin kick (butterfly)

## Assessment: Deep End

**Deep End Assessment** requires that the instructor have a rescue tube readily available.

Assessment instructions:

Instruct the participant to do the following and monitor the participant's actions:

- 1) Slide into the deep section of the pool.
- 2) Do one of the following:
  - Swim one lap in the deep section to the opposite end.
  - Swim half the distance of the deep section, stop, tread water for 10 seconds, and continue swimming to the opposite end.
- 3) Swim four laps unassisted.
- 4) Tread water for one minute.
- 5) Exit the pool properly.
- 6) See conditioning drills for remaining practice.

**Note:** Group lessons need to follow proper pool swimming formations utilizing lanes and participants grouped according to ability. If pool does not have lanes, create “imaginary boundaries” using objects placed on the ends of the pool.

Monitor directs practice starts with one of these prompts:

- 1) Whistle.
- 2) Instructor yells “Go!”
- 3) Next person goes when the person in front gets to a designated spot to ensure a safe distance between each swimmer (staggered start).

## Suggested Level Culminating Activities

After weeks of practice and hard work, it is a nice gesture to reward participants with a small party, awards presentation, prizes, forum to share feedback, and fun, family water activities.

Some ideas include:

- Ice cream party with awards presentation
- Mock swim meet



**Challenge participants to tread water with legs only**



### **Worksheet: Level IV Knowledge Check**

## Level V: Non-Swimming Adults & Fitness Training



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All instructor candidates will practice or demonstrate the learning activities in the pool.

### Age Ranges and Ratios

**Age range:** 18-years-old and up

**Ratio of instructor to participant:** 1 to 4 or 6

### Equipment

- Body Glove™
- Stearns™
- Speedo™
- Aquatic Safety Research Group – Note & Float jacket:

<https://www.watersafety.com/store/incentives-and-programs/note-and-float-program-1.html>

**Note:** Sample adult jackets



### Introduction

Adults make up 70 percent of all drownings. The result is that a majority of adults are unsafe in deep water. A Gallup Poll determined that 64 percent of American adults are afraid in deep, open water; 46 percent in deep pools. If they're afraid, they can't swim yet. They aren't ready to learn mechanics. They have to learn something else first. The main causes of their drownings are fear, past experiences, cultural factors, lack of access to pools, and financial constraints.<sup>29</sup>

<sup>29</sup> [http://www.aquaticsintl.com/facilities/fear-factor\\_o](http://www.aquaticsintl.com/facilities/fear-factor_o)



FAST Level V includes two categories:

Category	Description	Follow lesson path ...
Adult non-swimmer or “weak swimmer”	<ul style="list-style-type: none"> <li>• Must learn all Level II and Level III skills.</li> <li>• Require extra training in standing up from the front and back float positions.</li> </ul>	<b>Level V: Weak Swimmer</b>
Adult swimmer seeking lap help or “strong swimmer”	<ul style="list-style-type: none"> <li>• Know how to swim but may have difficulty completing laps.</li> <li>• Many athletes wishing to compete fall into this category.</li> </ul>	<b>Level V: Strong Swimmer</b>

### Learning Objectives for Non-Swimmers

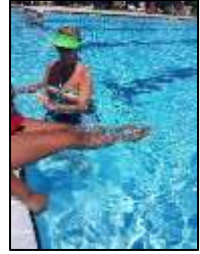
- Discuss the importance and benefits of the life jacket concerning safety and skill progression
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

### Level V Activities Outline

IN POOL	<b>1</b> Pool Ledge Flutter Kick	<b>16</b>	Back Float to Stand Up Position
	<b>2</b> Proper Pool Entry – Slide Entry/Step Entry	<b>17</b>	Back Float without Assist
	<b>3</b> Jogging in the Water	<b>18</b>	Back Float to Front Float
	<b>4</b> Hand Assist Bubbles and Air	<b>19</b>	Front Float to Back Float
	<b>5</b> Bobbing Up and Down with Bubbles and Air	<b>20</b>	Kickboard Activities
	<b>6</b> Progressive Bouncing	<b>21</b>	Freestyle
	<b>7</b> Flutter Kick in Pool	<b>22</b>	Backstroke
	<b>8</b> Front Float Assist	<b>23</b>	Butterfly
	<b>9</b> Front Float to Stand Up Position	<b>24</b>	Breaststroke
	<b>10</b> Front Float without Assist	<b>25</b>	Individual Medley
	<b>11</b> Doggie Paddle with Flutter Kick	<b>26</b>	Treading Water
	<b>12</b> Doggie Paddle with Bubbles and Air	<b>27</b>	Assessment: Shallow End
	<b>13</b> Doggie Paddle to Assisted Stand Up	<b>28</b>	Assessment: Deep End
	<b>14</b> Back Float Assist		
	<b>15</b> Back Float with Flutter Kick and Sculling		

## Level V: Weak or Non-Swimmer (Wearing A Life Jacket)

Working with Level V (Adult) swimmers is different from working with small children. Be respectful of adult swimmers and guide them with confidence to better swimming skills.



### Activity: Pool Ledge Flutter Kick

Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge facing instructor

Activity Instructions

- 1) Demonstrate the flutter kick to participants for 10 seconds.
- 2) Instruct participants to practice the flutter kick with 10-second breaks.

**Say: "Straight leg kick. Point your toes. Kick. Break."**



### Activity: Proper Pool Entry – Slide Entry

Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge, transitioning to the water

Activity Instructions

- 1) Demonstrate how to slide into the pool from the pool ledge, turn, and grab the pool ledge.
- 2) Instruct participants to practice sliding into the pool from the pool edge, turn, and grab the pool ledge.

### Activity: Jogging in the Water

**Jogging in the Water** allows participants to warm up and get comfortable moving in the water with a sense of forward motion.

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity instructions

- 1) Demonstrate jogging in place.
- 2) Instruct participants to jog in place for 15 seconds.
- 3) Instruct participants to jog across the pool and back several times.



### Activity: Hand Assist Bubbles and Air

**Hand Assist Bubbles and Air** activity helps participants associate bubbles and air breathing technique with the water. To perform this activity, participants fill their cupped hands with water and blow “bubbles.”



Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate hand assist bubbles and air.
- 2) Instruct participants to practice hand assist bubbles and air.



### Activity: Bobbing Up and Down with Bubbles and Air

Bend knees and allow chin to touch water – several times. Demonstrate a small jumping action. Then add bubbles and air technique.

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity instructions

- 1) Demonstrate bobbing up and down with one hand on top of the head. This technique allows for participant control of submersion.
- 2) Instruct participants to practice bobbing up and down.

**Note:** Start bobbing with chin in water, then mouth, then mouth and nose, then full submersion.



### Activity: Bounce Up and Down with Bubbles and Air

**Bounce Up and Down with Bubbles and Air** is an activity where participants bend their knees and practice bubbles and air while progressively allowing more and more of the face to enter the water until the entire face is in the water. The activity follows this pattern:

- 1) Bend knees until the chin is in the water, blow bubbles and air, and then straighten knees.
- 2) Bend knees until the mouth is in the water, blow bubbles and air, and then straighten knees.
- 3) Bend knees until the mouth and nose are in the water, blow bubbles and air, and then straighten knees.
- 4) Bend knees until entire head is in the water, blow bubbles and air for 10 seconds, and then straighten knees.



#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the progressive bubbles and air steps.
- 2) Instruct participants to practice progressive bubbles and air steps.



### Activity: Flutter Kick in Pool

**Flutter Kick** is a motion used in swimming that keeps the legs up so that the upper body may perform the arm strokes necessary for forward propulsion. In this activity, explain and demonstrate a flutter kick while holding onto the pool ledge. Then instruct participants to practice the flutter kick with their guardians' assistance.

#### Location

- **Instructor:** In water facing and holding onto pool ledge; transition to facing participants
- **Participant:** In water facing and holding onto pool ledge

#### Activity Instructions

- 1) Demonstrate holding onto the wall while flutter kicking.
- 2) Instruct participants to face the pool ledge, hold onto it, and practice the flutter kick for 10 to 20 seconds.  
**Say: "Straight leg kick. Point your toes. Kick."**
- 3) Break for X seconds.
- 4) Repeat for 10 to 20 seconds.
- 5) Add lift hands off of wall to allow for short periods of floating unassisted with the flutter kick.



### Activity: Front Float Assist

Teach participants to tuck knees and force back while pushing arms forward to initiate the front float.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



#### Activity Instructions

- 1) Demonstrate front float and encourage participants to float on their front.
- 2) Encourage participant to doggie paddle with a straight-leg, flutter kick, bubbles and air, and doggie paddle arm rotation.
- 3) Instruct participants to practice front float (pop-up position).
- 4) Instruct participants to front float for 10 seconds.

### Activity: Front Float to Stand Up Position

Most beginner adults do not know how to stand up from a front or back float. Instructors will assist them with this skill. **Front Float to Stand-Up Position** is an activity where participants will front float and then bring knees upward toward the chest and forward while pushing hands down. Once the feet touch the bottom, straighten the body and legs to stand up.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the front float to stand-up position.
- 2) Stand in front of the participant.
- 3) Instruct the participant to bring the knees upward and forward while pushing the hands down.



### Activity: Front Float without Assist

Teach participants to front float independently.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate front float and encourage participants to float on their front.
- 2) Encourage participant to doggie paddle with a straight-leg, flutter kick, bubbles and air, and doggie paddle arm rotation.
- 3) Instruct participants to practice front float (pop-up position).
- 4) Instruct participants to front float for 10 seconds.

### Activity: Doggie Paddle with Flutter Kick

Lean forward on stomach.

- 1) Stretch arms underneath the water.
- 2) Cup hands with palms facing down.
- 3) Alternate hands in a scooping motion pulling toward the body.
- 4) Add a flutter kick to facilitate forward motion.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge, then in water



#### Activity instructions

- 1) Demonstrate doggie paddle hand motion above the water.
- 2) Instruct the participant to imitate hand motion.
- 3) Have participants enter the water to practice the hand motion under the water.
- 4) Assist participants to a front float position and perform the doggie paddle hand motion.
- 5) Ask participants to add a flutter kick to the hand motion.
- 6) Have participants doggie paddle across the width of the pool in the shallow end of the pool several times.



### Activity: Doggie Paddle with Bubbles and Air

**Doggie Paddle with Bubbles and Air** is an activity where participants combine the bubbles and air breathing technique (learned during the dry land activities) with the doggie paddle. Instructor will assist participants and then participants will perform the activity unassisted.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



Activity Instructions

- 1) Demonstrate the doggie paddle with bubbles and air.
- 2) Instruct participants to perform doggie paddle with bubbles and air with instructor assistance.
- 3) Instruct participants to perform doggie paddle with bubbles and air unassisted.

If the pool formation is ...	Instruct participants to swim ...
Length-wise	Two laps
Width-wise	Four laps

**Activity: Doggie Paddle to Assisted Stand Up Position**

**Doggie Paddle to Assisted Stand-Up Position** is an activity where participants doggie paddle and the instructor assists them into a standing position.

Location

- **Instructor:** In water alongside participant
- **Participant:** In water facing instructor

Activity instructions

- 1) Demonstrate doggie paddling and moving into the stand-up position.
- 2) Instruct the participant to doggie paddle to instructor and then attempt the stand-up position.
- 3) Assist participant as needed into the stand-up position.

**Activity: Back Float Assist**

**Back Float Assist** is an activity where participants maintain a horizontal position on their backs in the water. Participants tend to be fearful of floating on their backs. This activity helps participants continue to trust their instructor to support and assist them in the water.

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate the proper back float position.
- 2) Instruct participant to back float for 10 seconds.
- 3) Instruct demo participant to flutter kick and move backward with the participant.
- 4) Assist participants into a back float and flutter kick backward across the pool.



**Activity: Back Float with Flutter Kick and Sculling**

Grab wall with both hands, push off and glide. Back float with flutter kick. Sculling motion occurs by using palms in and outward, underwater, by the participant’s side.

#### Location

- **Instructor:** In water alongside participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the back float with flutter kick and sculling technique.
- 2) Instruct participants to perform back float with flutter kick and sculling technique.

#### Activity: Back Float to Assisted Stand-Up Position

**Back Float to Assisted Stand-Up Position** is an activity where participants will back float and then be assisted to move into the stand-up position.

#### Location

- **Instructor:** In water alongside participant
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate back float and moving into the stand-up position.
- 2) Instruct the participant to back float to the instructor and then attempt the stand-up position.
- 3) Assist participant into the stand-up position.



#### Activity: Back Float without Assist

**Back Float** is an activity where participants maintain a horizontal position on their backs in the water.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Select a participant and demonstrate the proper back float position.
- 2) Instruct participant to back float for 10 seconds.
- 3) Instruct demo participant to flutter kick and move backward with the participant.
- 4) Assist participants into a back float and flutter kick backward across the pool.

#### Activity: Back Float to Front Float

This activity helps participants continue to feel comfortable and confident moving from the back float to the prone position.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

#### Activity Instructions

- 1) Instruct participants move into a back float.



- 2) Instruct participants to flip to their stomachs by throwing their hand across their chest and rotate their body into the prone position.

### Activity: Front Float to Back Float

This activity helps participants continue to feel comfortable and confident moving from the prone position to the back float position.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a front float prone position

#### Activity Instructions

- 1) Instruct participants move into a front float prone position.
- 2) Instruct participants to flip to their backs by rolling one shoulder backward and rotating their body into a back float.

### Kickboard Activities

Some participants need extra help with kick techniques. **Kickboard** activities allow the instructor to assess form and adjust accordingly. In this activity, the participants hold onto a kickboard and practice one lap each of the following:

- Outstretched arms with flutter kick
- Outstretched arms with dolphin kick
- Outstretched arms with whip or frog kick
- In back float with board across stomach with flutter kick
- Rotary breathing – face in water blowing bubbles, then turning head to side to breathe air. Alternate sides.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.
- 2) Instruct participants to practice flutter kick, dolphin kick, whip or frog kick, and back float with flutter kick while using a kickboard.

### Activity: Freestyle

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the freestyle with kickboard for 10 to 15 feet.
- 2) Instruct participants to practice the freestyle with kickboard while the instructor is pulling the kickboard.

**Say:** “*Slow arms, fast feet, point toes.*”

**Note:** Have participants practice rotary breathing every third stroke.

### Activity: Backstroke

**Backstroke** is performed on the back while flutter kicking. As participants move backward through the water, brush one arm past each ear with the pinky finger entering the water first and then pull arm through the water while breathing steadily above the water.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 3) Demonstrate the backstroke technique with a push off glide from the wall.
- 4) Instruct participants to practice the backstroke technique.
- 5) Demonstrate how to flip over to a front float position, then return to the back float position. For this demonstration, throw one arm across the chest to assist with flipping from back to front and then front to back.
- 6) Instruct participants to flip over without assistance and hold position for 5 seconds.
- 7) Repeat for 10 seconds.

### Optional Activity: Butterfly

**Butterfly** is an activity where participants begin with arms overhead with elbows higher than their hands. They then pull arms toward the body under water and perform a keyhole motion. Sweep the arms out of the water, breathe in while lifting head, and then follow with two dolphin kicks.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the butterfly technique stating "pull-BREATHE-kick-kick" with an emphasis on breathing techniques.
- 2) Instruct participants to attempt the butterfly.  
**Say:** “*Pull-BREATHE-kick-kick.*”

### Activity: Breaststroke

**Breaststroke** is an activity where participants move forward through the water by moving arms under the water in an upside-down keyhole motion, whip or frog kicking, and then gliding while lifting head straight up out of the water.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the breaststroke technique.
- 2) Instruct participants to attempt the breaststroke with assistance, as needed. Use a one-hand switching position—four laps and then switch—to allow the participant to begin swimming on their own.

**Say: “Pull-breathe-kick-glide”**

#### Optional Activity: Individual Medley

**Individual Medley** is a combination of all four swim strokes and is normally swum in the following order, one lap per stroke:

- 1) Butterfly
- 2) Backstroke
- 3) Breaststroke
- 4) Freestyle

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity instructions

- 1) Demonstrate the individual medley.
- 2) Instruct participants to practice the individual medley.

#### Activity: Treading Water

**Treading Water** is a skill requiring a vertical position with head above the water. Once upright, “scull” hands back and forth by moving them in circular motions and moving legs in a bicycle, flutter, or frog/whip kick.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate how to tread water.
  - 2) Prompt participants to tread water.
- Say: “Use your bicycle feet motion. Move hands under water with palms in and out.”**
- 3) Demonstrate how to tread water with no sculling motion and using on only legs: scissors, bicycle, flutter, or breaststroke kicks.
  - 4) Continue to increase the treading time to one minute as the participants’ build endurance.

#### Assessment: Shallow End

**Shallow End Assessment** determines how far participants will swim in the shallow end without assistance. This assessment gives participants control over their learning and progress by allowing them to determine the distance between the instructor and the participants.

### Assessment instructions

- 1) Determine how far each participant will swim.
  - a. Remove the life jackets.
  - b. Instruct participant to slide into the water.
  - c. Instruct the participant to front float with assistance if necessary.

**Note:** This method allows for instructor to visually supervise all participants.

- 2) Repeat with each participant, one at a time.

**Note:** One participant is in a jacket while the other swims alongside at arm's length. The participant in the jacket must swim to the other side of the pool.

### Assessment: Deep End

**Deep End Assessment** is only attempted after completion of assessment in the shallow section. Instructors will ensure that a rescue tube is readily available. If possible perform the assessment with a lifeguard aware and ready to assist if necessary.

### Assessment instructions:

Instruct the participant to do the following and monitor the participant's actions:

- 1) Slide into the deep section of the pool.
- 2) Do one of the following:
  - Swim one lap in the deep section to the opposite end and tread water for one minute.
  - Swim half the distance of the deep section, stop, tread water for 10 seconds, and continue swimming to the opposite end.
- 3) Swim four laps unassisted.
- 4) Tread water for one minute.
- 5) Exit the pool properly.

## Learning Objectives for Fitness Swimmers

**Note:** For swimmers needing additional assistance:

The program developer has trained many athletes who were weak swimmers. In all cases, once the athletes adjusted their breathing techniques, their performance improved. Adjusting breathing techniques for trained swimmers will achieve successful lap swimming.

For these fitness swimmers, we take a different approach by reviewing some basic swimming skills, and then addressing stroke and breathing technique. Here are the initial steps we take to evaluate and assist fitness swimmers in meeting their training goals:

- Practice and achieve proper breathing techniques
- Demonstrate measurable achievement in skill improvement through pre and post timing of strokes
- Achieve proficiency by completing drills established in Level IV

Refer to Level IV Conditioning Drills for examples.



### Worksheet: Level V Knowledge Check

## Level VI: Classified Swimmers



### Classroom Activity:

Instructor trainer will go over the activities information in class. Read along and highlight the key information.

### Our Philosophy

“As a Special Education Teacher who has worked with Linda Bolger for over 25 years, I had the privilege of assisting Linda develop a swim program for special needs participants. This program utilizes life jackets with a one participant to one instructor ratio. In addition, a lifeguard was on duty during these classes due to New Jersey state guidelines.

Participants immediately developed confidence, safety skills and increased coordination. Marked improvement was demonstrated in all areas as facilitated by the FAST Swim Program.

Parents were encouraged to continue using these techniques in their own settings. This program addressed and taught many necessary skills for this population of participants in and around bodies of water.”

~ Kate Schmid, Oaklyn, New Jersey

It’s not what you can’t do – it’s what you CAN do! “Swimming is one of those great activities for children with physical disabilities - the combination of a weightless sensation with the ability to move easily and freely is liberating and exciting.”<sup>30</sup> The developer of the FAST Swim Program have created an Optional Certification for Classified Disabilities, the Level VI technique certification. The FAST Swim Program is an advocate of inclusion whenever possible in group lessons. Should a child or adult be at risk to themselves or others, consider private lessons or an adapted program.<sup>31</sup> Utilize a familiar friend or family member to create one-on-one attention during group lessons.

“Although everyone is unique, people with disabilities are limited in opportunities to be as physically active as people without a disability. A sedentary lifestyle can expose anyone to a greater risk of certain health conditions such as Type 2 diabetes, obesity, or high blood pressure. This means that for people with a disability, it’s important to be as physically active as possible. It’s crucial to look for ways to overcome any barriers that you are likely to face as you try to become more physically active.”<sup>32</sup>

<sup>30</sup> <http://www.brightubeducation.com/special-ed-physical-disabilities/26089-teaching-swimming-to-children-with-physical-disabilities/>

<sup>31</sup> <https://www.nicklauschildrens.org/about-us/locations-and-directions/outpatient/dan-marino-outpatient-center/nicklaus-childrens-hospital-marino-adapted-aquatic>

<sup>32</sup> <http://blog.ncpad.org/2015/08/03/benefits-of-swimming-for-people-with-disabilities/>

“Often for an individual with a mental or physical disability, exercise is a challenging topic. But, swimming is not only fun and rewarding, but a great way to keep fit and healthy despite challenges you would normally find with outdoor exercise, or in a gym environment.”<sup>33</sup>

The FAST Swim Program believes that each participant is unique in their ability to master the program techniques. We advise that instructors should proceed as the participant’s abilities allow. Calmly and patiently challenge these participants to attempt each activity’s skills, while moving progressively through each activity (one to two-minutes maximum for each activity, then transition to the next skill. It is recommended to repeat the same activity twice during the lesson) – similar to teaching Level I and Level II.

### *Preparing for Level VI Participants*

- 1) Collecting data from the caregiver is an important first step for the Level VI participants. See the Appendix for the Health Conditions Questionnaire and have the parent/caregiver or guardian of the participant complete the questionnaire. Go over the answers carefully with them.
- 2) Understanding the disability and modifying strokes and pool access to accommodate and achieve success is step two.
- 3) Utilizing a life jacket which supports the participant’s needs is step three, allowing for proper buoyancy and head control is essential. FAST Swim Program recommends the LJ-A from Life Jacket-Adapted.<sup>34</sup> This particular life jacket has more head and neck support to keep the swimmer’s face from slipping into the water, while allowing for flotation on both front and back. It also has a handle at the top of the jacket to make gentle guidance of the swimmer’s motion in the water easy to control.



**Life Jacket Adapted – Lj-A**

### **Trained Service Animals**

Trained service animals may be a reality when teaching with this certification. Service dogs are trained to provide services directly related to the person’s disability.<sup>35</sup> It is important to understand that the service animal has a clear line of sight to his disabled person. Offer water, post signs welcoming service animals and

<sup>33</sup><http://disabilityhorizons.com/2013/10/the-benefits-of-swimming-for-the-disabled/>

<sup>34</sup><http://www.pfd-a.com/>

<sup>35</sup>[https://www.ada.gov/service\\_animals\\_2010.htm](https://www.ada.gov/service_animals_2010.htm) – March 5, 2011

notifying patrons and staff that a service animal may be present. These essential steps will make for a good experience for all.

Some service animals are not trained but are available for comfort. Ask to see the certification level of the dog before allowing them to participate in activities outside of the pool.

### Role-Playing Preparation

In anticipation of teaching these various classifications, instructors will role play these various classifications with a partner.

- Blindness – use a blindfold
- One arm or no arms– arm(s) tied or taped behind back
- No legs or one leg – ankles tied together



### Pool Activity

**All instructor candidates will practice or demonstrate role-playing in the pool.**

### Adaptation and Modification

Activities that may need to be adapted include but are not limited to:

- Safe Entry & Exit – To include, but not limited to slide entry, holding one hand, walking and holding from the front, or chair lift. Evaluate and assess each participant for proper instructions and activities. Practice chair lift operation prior to the lesson.
- Two-Handed Wave – Always adapt to what is possible.



### Pool Activity

**All instructor candidates will practice or demonstrate adaptation and modification in the pool.**

Listed below, we address some medical conditions and the best practices for working with these participants.

### Hearing Impairment

Follow FAST Swim Program guidelines relative to the level of swimming ability. Suggest a certified ASL interpreter (or friend or family member) to accommodate instruction. Utilize visual aids as needed, such as demonstrating technique and encouraging the participant to perform the technique. Some participants may be able to “feel” vibration cues for pool timing. Check with the participant to see if that’s something that they find helpful.

## Visual Deficiencies

“Swimming can be an excellent sport for individuals who are blind or visually impaired. It has been practiced for many years by individuals of all ages, for competition, fitness, and fun. Swimming for exercise can be achieved through swim exercises, water aerobics, and lap swimming.”<sup>36</sup>

Follow FAST Swim Program guidelines relative to the level of swimming ability. Require a pool walkaround in the water. Hand over hand counting the length of the pool, then the width. Utilizing the life jacket allows for immediate independence, leading to successful completion of stroke mechanics. Constantly talk the swimmer through FAST Swim Program processes with verbal notification of the approaching side of pool and persons swimming nearby. Note that the instructor, or their companion, may physically move the participant’s hands, arms and legs for them since they may be unable to visually view or understand demonstrations. Swim alongside the participant and count full strokes for the length of the pool. This allows them to eventually know their pool and swim accordingly.

## Down Syndrome

“Those with Down Syndrome...often find the swimming pool to be a fantastic outlet, and, in turn, it provides, when properly facilitated, a range of cognitive and physical benefits, as well as the opportunity to make new friends and boost confidence. Plus, provided there is a qualified instructor on hand, swimming is an extremely low-risk activity.”<sup>37</sup>

Down Syndrome is a congenital disorder arising from a chromosome defect, causing intellectual impairment and physical abnormalities including short stature and a broad facial profile. Follow FAST Swim Program guidelines relative to the ability level of the participant and if necessary start at Level I and work up.

## Cerebral Palsy

“Cerebral palsy is the most common cause of serious physical disability in childhood. Inadequate physical fitness is one of the major problems in children with cerebral palsy. Various aquatic activities and exercises can improve fitness levels in children with cerebral palsy. The analysis of applied aquatic programs in the analyzed studies indicate that they can have positive effects and impact on improving physical fitness and social behavior in people with CP. Aquatic programs have consisted of different aquatic exercise and aquataic activities, whereas swimming was the most common.”<sup>38</sup>

Cerebral palsy is considered a neurological disorder caused by a non-progressive brain injury or malformation that occurs while the child’s brain is developing. Cerebral palsy primarily affects body movement

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<sup>36</sup><http://www.visionaware.org/info/everyday-living/recreation-and-leisure/sports-and-exercise/swimming-6126/1235>

<sup>37</sup><http://blog.ncpad.org/2014/06/23/why-swimming-is-a-good-choice/>

<sup>38</sup> Jorgic, Bojan & L, Dimitrijevic & Lambeck, Johan & Aleksandrovic, Marko & T, Okicic & Madić, Dejan. (2012). Effects of aquatic programs in children and adolescents with cerebral palsy: Systematic review. *Sport Science*. 5. 49-56



and muscle coordination. Every case is unique to the individual and as such, should be treated to help maximize independence, reduce barriers, increase inclusion to lead to an enhanced quality of life utilizing swimming skills and techniques.

### ADHD (Attention Deficit Hyperactivity Disorder)

“Child psychiatrist James McGough, MD, of UCLA's ADHD Clinic, agrees. "A common issue with ADHD kids is to find something to help them gain confidence and self-esteem," he says. "They can use sports as a vehicle for making and having friends. And healthy activities like sports are better than sitting alone or in front of the television. He says some reports -- suggest that solo sports like tennis, swimming, and running may better suit kids with attention problems." <sup>39</sup>

ADHD affects children and teens and may continue into adulthood. Children with ADHD may be hyperactive and unable to control their impulses. The pace of FAST Swim Program techniques leads participants to follow directions more easily as there is little down time. This individual may need more direction or verbal redirection, followed by short supervised breaks. Instructors should always remain calm and not raise their voice unless unsafe behavior warrants an immediate correction.

### Autism Spectrum Disorder

Autism is a mental condition present from early childhood characterized by difficulty in communicating and forming relationships with other people and in using language and abstract concepts. The C.D.C. estimates autism affects one in 68 children in the United States. <sup>40</sup>

“Misty Hall, the chair of United States Swim School’s Special Abilities Committee says this: “Cater to the participants’ abilities, not disabilities. The participants are capable of so much more than most people will give them credit for. Teach them to their abilities, do not focus on what you are told they cannot do.”” <sup>41</sup>

In all cases, discuss with caregivers the appropriate strategies and level of comprehension. The FAST Swim Program moves progressively and the pace does not cultivate boredom. Continue to follow guidelines by reaching success progressively through practice and redirection.

Some parent/caregivers are reluctant to admit that their child has any type of disability. In any case, if an instructor notices that a participant is having difficulty, they should speak with the parent/caregiver/guardian about the issue(s) and make accommodations as necessary without using any labeling language.

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<sup>39</sup><https://www.webmd.com/add-adhd/childhood-adhd/features/sports-help#1>

<sup>40</sup><https://www.C.D.C.gov/media/releases/2016/p0331-children-autism.html>

<sup>41</sup><https://www.parents.com/health/autism/resources/tips-for-teaching-kids-with-autism-to-swim-and-how-to-find-lessons-near-you/>

## Evaluating the Swimmer

Once the parent/caregiver/guardian or caregiver has completed the Health Conditions Questionnaire, instructors will review it carefully with them to make sure that the full extent of the swimmer's abilities to learn and communicate are understood. Items to consider:

- Whether the swimmer can sit or stand independently affects pool entry and exit
- Whether the swimmer can wait his or her turn if there are other participants in the class
- Whether the swimmer has bowel and urinary control (swim diapers are mandatory if not)
- The existence of any neurological conditions (such as tonic neck reflex) that might be exacerbated by water immersion. (Utilizing the recommended life jacket may alleviate this issue)
- Any medications that might affect the swimmer's ability to participate
- Health Care Practitioner's Statement – make sure that the swimmer is cleared by their health care practitioner prior to beginning lessons
- Instructors should enlist the assistance of an instructor aide if there is more than one child in the lesson

At the beginning of the first lesson, perform a skills evaluation to determine how well the swimmer may enter and exit the pool using steps or ladder. Assess arm and body strength with the Exit, Turn and Return activity. Some swimmers may not have sufficient body strength to pull themselves out of the water. Instructors should provide assistance or direction. If needed add a bent leg to assist exit. Check if the swimmer can touch their feet (or a foot) to the bottom of the shallow end.

Some swimmers will be more comfortable if a familiar person (parent/caregiver/guardian) gets in the water to assist and aid with the activities – this may be encouraged in early lessons if necessary.

### Things to Ask the Parent/caregiver/Guardian

***“How may I help Jane follow my directions more easily?”***

***“How may I help John work with the other participants in the class better?”***

### Making a Lesson Plan

Working with disabled swimmers is very similar to non-disabled participants. Once their abilities and communication style are evaluated, proceed with the appropriate level skills. More verbal participants may be able to start at Level II or III, whereas less able participants may need to start at Level I. Use age appropriate language.

Follow the recommended activity progression for the determined skill level, making adjustments for physical ability and mental comprehension as needed. Utilize the appropriate Level Evaluation Forms (see

Appendix) as needed and issue the appropriate Level Certificate (see Appendix) as the participants master each level's skills and activities. In theory, instructors should:

- 1) Verbally explain the activity motions (for hearing impaired participants, request that the interpreter explain what the motions are)
- 2) Demonstrate the activity (for vision impaired participants, verbally explain while demonstrating)
- 3) Explain that the instructor will physically touch the participant to assist with the motions so that there are no surprises to the participant or the guardian (this may be optional for some participants, depending on their level of disability and comprehension)
- 4) Physically assist the participant with the arm and leg motions (this may be optional for some participants, depending on their level of disability and comprehension)

## *Inspiration: Shukri Brittingham*

O&P Business News – Rebuilding Lives

By Jennifer Hoydicz – Staff writer for O&P Business News

### ***Making Waves***

An amputee almost all of his life, Shukri Brittingham is helping to blow stereotypes about amputees out of the water.

The Annual T. John Carey Master’s Ocean Swim held in Ocean City, N.J. attracts an average of 400 swimmers competing in a mile-long swim. In July 2005, as each swimmer came out of the water, only one person received a standing ovation. That person was 19-year old Shukri Brittingham, who is the only amputee ever to participate. He is modest when speaking about his achievements, both in the water and out. Those around him however, think he is nothing less than inspirational.



### ***Beating the Odds***

Brittingham has been beating the odds since birth, proving without delay that he would exceed the expectations of others. Born 4 months early, he weighed only 1 ½ pounds. Complications due to his early delivery are what led to his left leg transfemoral amputation when he was 3 weeks old. Circulation was sacrificed due to the distribution of medication. Shukri’s mother, Chris Grant, told O&P News.

Brittingham went on to spend 2 years in the hospital battling the additional complications of his early delivery. It was within these first 2 years that his mother thinks his social skills began to blossom.

“He would engage people – the nurses, doctors, social workers, janitorial staff – through the siderails of his crib,” Grant said. “There was something about him that people gravitated toward.”

### ***Homecoming***

Once Brittingham was able to leave the hospital, he was introduced to an entirely new world residing on the New Jersey shore. It was there with his family that he began swimming.

“Shukri was introduced to the ocean and water as soon as he came home and now he is the first amputee to ever swim for his high school,” Grant said.

### ***Spreading Awareness***

As a current member of his high school crew and swim teams, Brittingham is spreading awareness about amputees to his peers, although not intentionally.

He is used to being described as a great asset and amazing by his teammates, and he admits that it feels really good to hear it. One thing he does not do is let it go to his head.

“I am so used to it now. My teammates think it is cool that a kid with one leg is swimming on the swim team and on the crew team because they are not used to that,” Brittingham said.

Grant takes pride in her son’s accomplishments and said, “It is amazing what he can do. The first year on the swim team, as a freshman, he was awarded the coach’s plaque. We all thought it was going to a senior and then all of a sudden they called his name out at the banquet. It was priceless.”

### ***What the future holds***

Brittingham does not want to just settle for being an inspirational figure to those people he happens to meet through his many interests. He wants to seek out young people who he thinks could benefit from hearing his story.

Shukri successfully completed the Red Cross Lifeguarding class and worked as a lifeguard for American Pools in New Jersey.

## Level VI: Activities



### Classroom Activity

Instructor trainer will go over the activities information in class. Read along and highlight the key information.



### Pool Activity

All instructor candidates will practice or demonstrate the learning activities in the pool.

## Age Ranges and Ratios

**Age Range:** Any age

**Ratio: Varies.** Depends on the learning ability of the participant. Best practice is to plan a one to one ratio until the instructor is able to evaluate the participant. Some Level VI participants may be included in group lessons in their appropriate age or level.

**Guardian Participation** is optional in the water. Guardians must observe the session to reinforce skills.

## Learning Outcomes

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

## Level VI Activities Outline

High-functioning participants in Level VI may be evaluated and instructed in their appropriate level according to age and ability.

ON POOL LEDGE	1	Flutter Kick		
	2	It's Raining, it's Pouring!		
	3	Cracking an Egg		
	4	Pool Ledge Doggie Paddle		
	5	Pool Ledge Doggie Paddle with Bubbles and Air		
	6	Hand Assist Bubbles and Air		
IN POOL	7	Proper Pool Entry – Slide Entry/Step Entry	19	Back Float Assist
	8	Sway Side to Side	20	Back Float to Front Float
	9	Bounce and Reach for the Sky	21	Front Float to Back Float
	10	Front Float (Pop-Up Position)	22	Doggie Paddle to Back Float
	11	Front Float with Bubbles and Air	23	Back Float to Doggie Paddle
	12	Doggie Paddle with Bubbles and Air	24	Treading Water
	13	Exit, Turn, and Return	25	Review All Skills Without Life Jacket
	14	Independence and Life Jacket Support	26	Hand Assist Bubbles and Air
	15	Demonstrated Submersion with Bubbles and Air	27	Alligator Crawl
	16	Push Glide Toward Wall	28	Water Orientation Activities
	17	Progressive Doggie Paddle	29	Note on Proper Pool Entry-Feet First
	18	Front Float Assist		

### Activity: Pool Ledge Flutter Kick

**Flutter Kick** is a motion used in swimming that keeps the legs up so that the upper body may perform the arm strokes necessary for forward propulsion. Explain and demonstrate a flutter kick.

#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** Seated on pool ledge facing instructor

#### Activity Instructions

- 1) Introduce the flutter kick to participant.
- 2) Instruct participant to practice the flutter kick, with assistance if needed.
- 3) Instruct participant to practice the flutter kick unassisted.

**Say:** “Straight leg kick. Point your toes! Kick. Break. Kick again.”

**Activity: It’s Raining, It’s Pouring**

One aspect of learning to swim is becoming accustomed to water rolling down the face and torso. While participants learn to tolerate and even enjoy this sensation during bath time, some may find this disconcerting in a pool setting. Acclimate the participant by playing a game called ***It’s Raining, it’s Pouring!***



**Location**

- **Instructor:** In water facing participant; have a small cup ready to pour water. Alternately cup hands into the water and lift above head to pour
- **Participant:** On pool ledge or in water

**Activity Instructions**

- 1) Instruct the participant to pour water on the instructor’s head (using an instructor aide may also help with Level VI swimmers).

**Say:** “It’s raining, it’s pouring!”

**Activity: Cracking an Egg**

Another activity that acclimates participants to water rolling down their faces and torsos is ***Cracking an Egg***. In this activity, the instructor fills their cupped hands with water, moves hands over the participant’s head, and then pulls hands apart, mimicking opening an egg. Participants also take part by pouring filled cups of water over the instructor’s head.



**Location**

- **Instructor:** In water facing participants and guardians
- **Participant:** On pool ledge

**Activity Instructions**

Practice this activity with each participant.

- 1) Demonstrate the following:
  - a. Explain that you are going to “crack an egg” over the participant’s head.
- 2) **Ask the participant if you may “crack an egg” on their head.** After receiving permission, fill cupped hands with water and pour over the participant’s head.
  - a. Instruct the participant to blow the water as it trickles down the face.
  - b. Fill cupped hands with water and simulate cracking an egg over the participant’s head.
- 3) Allow the participant to practice the motion:
  - a. Give each participant a filled cup to pour on the instructor’s head.
  - b. Instruct the participants to pour the cup of water on the instructor’s head.
- 4) Remind participants to blow the water off their faces.
- 5) Instruct participants to pour water over their own heads.

**Note:** If a participant is apprehensive or refuses this, allow the participant to pour the water on the instructor again.

### Activity: Pool Ledge Doggie Paddle

**Doggie Paddle** is a swim technique that resembles the way dogs navigate the water.

- 1) Lean forward on stomach.
- 2) Stretch arms underneath the water
- 3) Cup hands with palms facing down.
- 4) Alternate hands in a scooping motion pulling toward body.
- 5) Add a straight leg flutter kick to propel forward.

Location

- **Instructor:** In water facing participant
- **Participant:** On pool ledge

Activity Instructions

- 1) Demonstrate doggie paddle hand motion above the water.
- 2) Add practice straight leg flutter kick while sitting on the pool ledge; assisted, then unassisted.
- 3) Instruct the participant to imitate doggie paddle hand motion. Provide assistance as needed.

### Activity: Pool Ledge Doggie Paddle with Bubbles and Air

The C.D.C. recently published an article reporting that dangerous underwater breath-holding behaviors (or holding your breath underwater) "...can lead to drowning in otherwise healthy persons, so incidents of this type of drowning can be prevented with interventions such as improved supervision, regulation, and public education."<sup>42</sup>

"Bubbles and air" is a phrase used to describe exhaling and inhaling. Bubbles and air is a breathing technique that is a progressive step toward all swimming techniques.

**Reminder:** Always use phrase "bubbles and air" with non-swimmers.

Teach exhale at a slow pace. Add bubbles, hold, bubbles, hold, and surface.

Location

- **Instructor:** In water facing participant
- **Participant:** On pool ledge

Activity Instructions

- 1) Demonstrate the doggie paddle with the "bubbles and air" breathing technique.
- 2) Instruct participants that they will soon perform the doggie paddle while practicing bubbles and air.
- 3) Add straight leg kick (flutter kick).
- 4) Add practicing bubbles and air technique.

### Activity: Hand Assist Bubbles and Air

The **Hand Assist Bubbles and Air** activity helps participants associate bubbles and air breathing technique with the water. To perform this activity, participants fill their cupped hand(s) with water and blow bubbles.

Location

- **Instructor:** In water facing participants

<sup>42</sup> <https://www.C.D.C.gov/mmwr/preview/mmwrhtml/mm6419a3.htm> - May 22, 2015



- **Participant:** On pool ledge facing instructor

Activity Instructions

- 1) Demonstrate hand assist bubbles and air.
- 2) Instruct participants to practice hand assist bubbles and air.

Activity: Proper Pool Entry – Slide Entry or Step Entry

Teach participants and guardians the proper ways to enter the pool: **Slide Entry or Steps Entry.**

Location

- **Instructor:** In water facing participants or on pool deck
- **Participant:** On pool ledge, transitioning to the water

Activity Instructions

- 1) Explain that there are two ways to enter the pool: by sliding into the water from the pool ledge or by using the steps.
- 2) Demonstrate both ways of entering the pool.
- 3) Assist participants into the pool as needed. Have them practice both slide entry and steps entry.



### Activity: Sway Side to Side

**Sway Side to Side** is an activity that helps participants begin to trust that the instructor will keep them safe in the water. Instructors hold the participants by the torso—underneath the armpits—and gently sway side to side in the water.

**Note:** Holding participants under the armpits allows participants to move their arms in the water immediately.



Location

- **Instructor:** In water facing participant
- **Participant:** In water facing instructor

Activity Instructions

- 1) Select a participant and demonstrate the side to side sway.



### Activity: Bounce and Reach for the Sky

**Bounce and Reach for the Sky** is another activity that helps participants build instructor trust in the water. Instructors hold the participants under the armpits and gently pull participants up out of the water. Participants stretch their arms overhead as if they are reaching for the sky. Instructor then brings participant back down into the water, ensuring the participant's face does not enter the water.

Location

- **Instructor:** In water facing participant
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate bouncing and reach for sky with both arms.
- 2) Bounce participant up and down, encouraging participant to reach for the sky.

**Reminder:** Do not submerge when bringing participants down into the water.

### Activity: Front Float (Pop-Up Position)

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate front float (pop-up position).
- 2) Encourage participant to doggie paddle with a straight-leg, flutter kick, bubbles and air, and doggie paddle arm rotation.
- 3) Instruct participants to practice front float (pop-up position).
- 4) Instruct participants to front float for 10 seconds.



### Activity: Front Float with Bubbles and Air

While holding participant with assisted **Front Float**, instruct them to blow bubbles and air while waving to parent/caregiver or guardian.

Location:

- **Instructor:** In pool, holding participant and moving away from the wall
- **Participant:** In pool in prone floating position

Activity Instructions

- 1) Instructor demonstrates facing the participant.
- 2) Encourage participant to attempt front float with bubbles and air for one second.
- 3) Keep challenging them to increase for a few more seconds.
- 4) Instruct them to wave to parent/caregiver or guardian.

#### Activity: Doggie Paddle with Bubbles and Air

**Doggie Paddle with Bubbles and Air** is an activity where participants combine the breathing technique they learned earlier (bubbles and air) with the doggie paddle.

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate the doggie paddle with bubbles and air.
- 2) Instruct participants to perform doggie paddle with bubbles and air with instructor assistance.
- 3) Instruct participants to perform doggie paddle with bubbles and air unassisted.

#### Activity: Exit, Turn and Return

When young participants climb out of the pool, they tend to run away from the pool and their instructor. **Exit, Turn, and Return** is an activity where participants learn to exit the pool by climbing out on the pool edge, turn in a squat position, and then return to the instructor. Instructors keep contact with participants during this activity.

Location

- **Instructor:** In water facing participant
- **Participant:** In water facing instructor

Activity Instructions

- 1) Demonstrate Exit, Turn, and Return.
- 2) Instruct participants to practice the skill.  
**Say: "Exit, turn, and return."**

#### Teaching Independence and Life Jacket Support

Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor



### Activity Instructions

1) Incrementally let go of the participant, and slowly increase the distance as their comfort level allows.

**Note:** Ensure the participant's head remains above the water until they have properly demonstrated the bubbles and air technique.



### Activity: Demonstrated Submersion with Bubbles & Air

#### Location

- **Instructor:** In water facing participants
- **Participant:** On pool ledge facing instructor

### Activity Instructions

1) Instructor demonstrates submersion with bubbles and air while participants watch from the side of the pool.

2) Instruct participants to enter the pool.

3) Instruct participants to perform submersion with bubbles and air with their life jackets on.

**Note:** The participant may not be successful with submersion on the first or second lesson. Keep trying this activity each lesson until successful.

### Activity: Ankle Glide Toward Wall

Gliding toward the wall is important so that participants may propel forward and learn to catch the side of the pool. This activity begins with the instructor holding the participant at the waist, with the participant facing away. Participant and instructor are in a crouching position, with participant's feet on instructor's thighs in a "launch" position.

#### Location

- **Instructor:** In water, holding participant by the waist, with participant's feet resting on tops of thighs
- **Participant:** In water facing edge of pool, held by instructor in a crouching position

### Activity Instructions

1) Assume a "launch" position with participant facing toward edge of pool, instructor hands on participant's waist, participant's feet flat on upper thigh, legs and body in a crouched position.

**Say:** "Let's blast off! Glide toward the wall!"

2) Instructor straightens legs and pushes participant through the water to glide to the pool edge.

3) As participant nears the wall, encourage them to grab the edge of the pool.

**Say:** "Grab the edge of the pool!"

**Note:** For some Level VI swimmers, instructor will need to lift the participant's hand to the edge of the pool to demonstrate the action. Continue assisting them until they are able to lift their own hand and grab the edge of the pool.

### Activity: Progressive Doggie Paddle

**Progressive Doggie Paddle** is an activity where participants fall into the water with assistance and begin doggie paddle. Instructor walks backward as participants swim toward the instructor.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Select a participant from the group.
- 2) Demonstrate the progressive doggie paddle.
- 3) Secure the participants under the armpits.  
**Note:** This allows the participant to immediately use the arms to paddle.
- 4) Gently guide the participant into a progressive doggie paddle.
- 5) Encourage participants to swim longer distances with the doggie paddle .

### Activity: Front Float Assist

Teach participants to tuck knees and force back while pushing arms forward to initiate the front float.

#### Location

- **Instructor:** In water facing participants
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate front float and encourage participants to attempt the skill.
- 2) Encourage participant to doggie paddle with a straight-leg, flutter kick, bubbles and air, and doggie paddle arm rotation.
- 3) Instruct participants to practice front float (pop-up position).
- 4) Instruct participants to front float for 10 seconds.

### Activity: Back Float Assist

**Back Float Assist** is an activity where participants maintain a horizontal position on their backs in the water. Participants tend to be fearful of floating on their backs. Notice that their bottoms drop down into the water and their legs pop up out of the water. This activity helps participants continue to trust the instructor to support and assist them in the water.



#### Location

- **Instructor:** In water facing participants and guardians
- **Participant:** In water facing away from instructor, belly up, resting on instructor's chest or shoulder

#### Activity Instructions

- 1) Select a participant and demonstrate the proper back float position.
- 2) Instruct participant to back float for 10 seconds.
- 3) Instruct demo participant to flutter kick and move backward with the participant.

- 4) Assist participants into a back float and flutter kick backward across the pool and back unassisted.

#### Activity: Back Float to Front Float

This activity helps participants continue to feel comfortable and confident moving from the back float to the prone position.

##### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

##### Activity Instructions

- 1) Instruct participants to move into a back float.
- 2) Instruct participants to flip to their stomachs by throwing their hand across their chest and rotate their body into the prone position.

#### Activity: Front Float to Back Float

This activity helps participants continue to feel comfortable and confident moving from the prone position to the back float position.

##### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a front float prone position

##### Activity Instructions

- 1) Instruct participants move into a front float prone position.
- 2) Instruct participants to flip to their backs by rolling one shoulder backward and rotating their body into a back float.

#### Activity: Doggie Paddle to Back Float

**Doggie Paddle to Back Float** is an activity where the instructor assists participants with doggie paddling, and then assist participants into a back float by directing or moving one arm across the entire body.

##### Location

- **Instructor:** In water facing participant
- **Participant:** In water facing away from instructor

##### Activity Instructions

- 1) Demonstrate doggie paddling and flipping to back float.
- 2) Instruct participants to doggie paddle.
- 3) Instruct participants move into a back float with their heads on the instructor's shoulder/chest.
- 4) Incrementally let go of the participant as they float unassisted.



### Activity: Back Float to Doggie Paddle

This activity helps participants begin to feel comfortable and confident on their backs.



#### Location

- **Instructor:** In water facing participant
- **Participant:** In water holding on to the pool ledge, transitioning to a back float

#### Activity Instructions

- 1) Assist participants to move into a back float with head on the instructor's shoulder/chest.
- 2) Walk backward away from the wall until reaching the midpoint or opposite side of the pool.
- 3) Instruct participants to flip to their stomachs, swim toward the wall, and then grab the wall with two hands or available hand.



**Note:** If a participant only has one hand, arm, or leg, teach the dolphin technique. Dolphin technique is the same movement minus the limb. To demonstrate, instructor should tuck limb up or behind as necessary.

- 4) Encourage the participants to grab the wall several times. Add toys to grab from the wall as needed.
- 5) Instruct participants to doggie paddle back to the starting point with assistance if needed.

### Activity: Treading Water

**Treading Water** is a skill requiring a vertical position with head above the water. Once upright, “scull” hands back and forth by moving them in circular motions and moving legs in a bicycle, flutter, or frog/whip kick.

#### Location

- **Instructor:** In water facing participant
- **Participant:** In water facing instructor

#### Activity Instructions

- 1) Demonstrate how to tread water.
- 2) Prompt participants to tread water.  
**Say: “Use your bicycle feet motion. Move hands under water using sculling technique.”**
- 3) Demonstrate how to tread water with no sculling motion and using on only legs: scissors, bicycle, flutter, or breaststroke kicks.
- 4) Continue to increase the treading time to one minute as the participants’ build endurance.

**Note:** For Level I activities, participants may only be able to tread water 10 seconds.

### Review All Skills Without Life Jackets

**Note:** For those participants who are unable to support themselves in the water, life jackets should not be removed at all.

#### Location

- **Instructor:** In water facing participant
- **Participant:** On pool ledge

Activity Instructions

- 1) Instruct guardians to remove the participant’s life jacket.
- 2) Repeat each of the activities to this point.

**Activity: Alligator Crawl**

*Alligator Crawl* is a confidence-building activity. In this activity, move participant to a baby pool or use the pool steps or ledge. Participants lie on their bellies in very shallow water and move along the bottom like an alligator. Participants simulate doggie paddling, bubbles and air, and flutter kick. In the beginning, participants touch the bottom of the pool, steps, or ledge. As participants progress, they rely less on touching the bottom as a means of stabilization.

**Note:** Try this activity for Level I participants, but success varies based on participant ability. This activity is mainly for Levels II and above.

Location

- **Instructor:** In water facing participants
- **Participant:** In water perpendicular to instructor

Activity Instructions

- 1) Move participants to a baby pool or the pool steps.
- 2) Demonstrate the alligator crawl.
- 3) Instruct participants to attempt the alligator crawl.
- 4) Instruct participants to attempt lifting hands and feet off the bottom of the step/ledge.

**Water Orientation Activities**

During the last five minutes of each session, introduce the following water orientation activities:

- Time doggie paddle for each participant. Have guardians log times.
- Add floatable toys to the pool for participants to throw and retrieve. Encourage participants to use both arms.
- Hold toys under the water reach and retrieve.
- Blow ping pong balls across the pool surface.
- Use age appropriate activities.

End the session with group activities:

Activity	Description
Ring Around the Rosie	When everyone sings “all fall down,” guardians should submerge with volcano breathing while participants remain above water until they are ready to submerge with guardians.
Guardian-Participant Races	Say: “Ready. Set. Go!” and guardians and participants will doggie paddle across the pool. Stagger the start, giving the participant a slight head start to build confidence if necessary.
Beat the Wave	Participants to line up arm’s-length apart in the pool. Guardians paddle away behind them making waves; participants try to get away from the wave.
Touch Down	Guardians hold participants in football carry while walking/running across the pool; participants help by doggie paddling and flutter kicking to get guardians to the wall.



### Concluding the Session (Optional Suggestions)

After everyone is safely out of the pool try the following:

- 1) Instruct participants to select a prize from the treasure chest.
- 2) Supply participants with bubbles with wands.

Remind participants: “Do your homework before the next class. Practice blowing with your bubbles.”

**Note:** Purchase bubble wands at any party or dollar store.

- 3) Give positive feedback.
- 4) If appropriate, hand out level completion certificates.

### Future Sessions

Repeat these lessons until participants are ready to move to Level II. Assess each participant’s progress at the end of each session and document their progress. Some participants may progress at different rates than their classmates—adjust the activities for the different levels, encouraging some participants, and challenging others.

Pace each activity according to the participant’s abilities. Going over each activity several times during a lesson gives the participants time to get used to each one, and master it on their own timeframe.

### Note on Proper Pool Entry – Feet First Jump Entry

**Feet First Jump Entry** is an activity that may not be appropriate to teach some disabled participants. Use your best judgement, and review the following:

- Is the water deep enough to jump into without the participant injuring their feet or ankles?
- Is the participant comfortable with their head being fully submerged?
- Is the participant’s disability such that jumping in water isn’t a good idea because they may become disoriented or distressed?

If the instructor decides that jumping feet first into the pool is a safe activity for the participant, refer to Levels I & II for instructions.



### Worksheet: Level VI Knowledge Check

## Documentation



### Reading Activity

Read through the following documents (in the Appendix) and highlight or underline key concepts of the FAST Swim Program:

FAST Swim Program instructors have the responsibility of record-keeping for the participants. The following records are required as a daily and weekly course of action:

Attendance Record – Use the Attendance Record form to record the days that participants attend class activities. Be sure and assess and evaluate each participant at the end of the session for mastery and advancement. Some participants may begin in one level, and advance to the next level during their course of swim lessons.

Level Evaluation Forms – Each participant should have one (or more) of these forms during the course of the swim lesson sessions.

Level Completion Certificate – Print out and award the completion certificates to those participants that achieve mastery of their level skills.

Parent/caregiver/Participant Surveys – Your participants are your best feedback! Encourage parent/caregivers and participants to complete the survey online at [www.fastswimprogram.com/feedback](http://www.fastswimprogram.com/feedback).

## Pool Practical Exercises

The Pool Practical Exercise portion of the instructor training class incorporates all of the skills that the participants have learned. Skills checklist will be practiced prior to the instruction period with a partner.

Each instructor candidate will teach one level swim lesson session for twenty minutes, either alone or in tandem with another candidate. If the level is taught by a team, the team members will take turns teaching each activity, and the other team member will act as an instructor aide and assist “participants” in the water.



**Assignment:**

**Which course level have you been assigned to teach in the Pool Practical? Do you have an assigned partner?**

The instructor trainer will observe and grade each instructor candidate during the Pool Practical using the Instructor Skills Evaluation and Teaching Evaluation.

Following the completion of the Pool Practical Exercises and evaluations, participants will complete the Final Exam.

Instructor candidates must receive a minimum 80% competency on the Teaching Evaluation and the Final Exam to obtain certification, in addition to all other requirements listed at the beginning of this manual.

## Instructor Evaluation Skills Checklist

- Dry Land Jogging in Place
- Dry Land Bubbles and Air
- Dry Land Flutter Kick
- Dry Land Doggie Paddle
- Dry Land Freestyle
- Dry Land Backstroke
- Rotary Breathing
- Dry Land Butterfly
- Dry Land Breaststroke
- Pool Ledge Flutter Kick
- It's Raining It's Pouring
- Cracking an Egg
- Blow Out Blow Under
- Hand Assist Bubbles and Air
- Pool Ledge Doggie Paddle with Flutter Kick
- Pool Ledge Doggie Paddle with Bubbles and Air
- Proper Pool Entry – Slide Entry/Step Entry
- Proper Pool Entry – Feet First
- Sway Side to Side
- Jogging in the Water
- Exit, Turn & Return
- Passing Back and Forth
- Front Float Pop-Up Position
- Independence and Life Jacket Support
- Bounce and Reach for the Sky (on pool steps)
- Guardian Submersion with Bubbles and Air
- Bobbing Up and Down
- Bobbing Up and Down with Bubbles and Air
- Progressive Bouncing
- Doggie Paddle with Flutter Kick
- Doggie Paddle with Bubbles and Air
- Flutter Kick in Water
- Front Float Assist
- Front Float without Assist
- Front Float to Back Float
- Doggie Paddle to Front Float
- Progressive Doggie Paddle
- Back Float Assist
- Back Float without Assist
- Back Float with Flutter Kick and Sculling
- Back Float to Front Float
- Back Float to Doggie Paddle
- Doggie Paddle to Back Float
- Ankle Glide and Follow Back to Wall
- Doggie Paddle to Back Float
- Back Float to Assisted Stand-Up Position
- Doggie Paddle to Assisted Stand Up
- Front Float to Stand Up Position
- Treading Water – one minute
- Counting to 10 While Submerged
- Alligator Crawl
- Alligator Crawl with Bubbles and Air
- Water Orientation Activities
- Review All Skills without Life Jacket
- Assessment: Doggie Paddle Independently
- Lessons 5 to Mastery
- Assessment: Shallow End
- Assessment: Deep End
- Strokes Introduction/Review
- 25 Meters Freestyle
- 25 Meters Backstroke
- 10 Meters Butterfly
- 25 Meters Breaststroke
- Kickboard Activities
- Individual Medley
- Conditioning Drills
- Reinforcing Supervision and Life Jackets
- Boat Safety
- Mock Swim Meet



### **Instructor Evaluation - Teaching:**

**All instructor candidates must teach one level class and achieve a minimum score of 80%.**



### **Final Exam:**

**All instructor candidates must take the final exam and achieve a minimum score of 80%.**

# Appendix (Resources)

## A: Swim Registration Packet

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

Welcome to the FAST Swim Program for swimming lessons! Unlike many other available swimming programs, we welcome your participation in your child's swimming education!

Enclosed, please find the following forms:

- Swim Lesson Registration Form – Please complete this form prior to the first swim lesson, and return it to the instructor. If there are any medical conditions, discuss with instructor at least the day before the lesson.
- Parent/caregiver/Guardian Participation Guidelines – for your information and expectations
- United States Coast Guard Life Jacket brochure pages – Follow these guidelines to fit the life jacket. Note that we recommend the following manufacturers:
  - Body Glove™
  - Stearns™
  - Speedo™
  - Aquatic Safety Research Group – Note & Float jacket: (available in toddler, youth and adult sizes)  
<https://www.watersafety.com/store/facility-equipment/toddler-life-jacket.html>
- Note & Float™ Safety Cards – For your next pool party, consider using the Note & Float program to keep all of your guests safe in the water!
- Swim Lesson Survey Form

For Participants with Classified Disabilities – To better assist us in teaching the participant, please complete the questionnaire and provide a statement from the participant's health care provider.

- Health Conditions Questionnaire
- Health Care Provider's Statement that the adult/child may participate in the program activities

*Swim Lesson Registration Form*



Thank you for choosing the FAST Swim Program for your swimming lessons! Our goals are to develop swimming skills, teach water safety, and provide a safe, fun atmosphere to participants of all ages. We believe in the use of USCG-approved type III life jackets and no forced submersion for all beginning swimmers. All of our instructors are First Aid and CPR certified.

**Participant Information** – Complete this section for the participant. Please include any relevant medical information. \*RETURN BEFORE INSTRUCTION BEGINS\*

Name \_\_\_\_\_ Gender  Girl  Boy  Other  
Age \_\_\_\_\_ Birth Date \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_ E-mail \_\_\_\_\_

List any diagnosed medical conditions:

\_\_\_\_\_

List any medical conditions or special needs which may require modification for participation:

**Parent/Guardian Information**

Name(s) \_\_\_\_\_

**Waiver of Claims for Participants**

I hereby give the FAST Swim Program instructor permission for me/my child to participate in the Swim Lesson Program. The signature below certifies that all information contained in my/my child's registration is correct and true. My signature also affirms my understanding that my/my child's participation in FAST Swim Program and activities may present some risk or injury. The FAST Swim Program and/or the instructor assumes no liability for injuries or damages that result from my /my child's participation in these programs or activities. I agree to indemnify and hold harmless Fast Swim Program and other program participants from liability that may arise from any risk, injury or death that is claimed to be related to this program or its services.

**Medical Release:** I authorize the FAST Swim Program instructor to act on my behalf if medical treatment for me/my child is necessary. In the event of illness or injury to my child, I authorize the FAST Swim Program and/or Instructor to obtain medical treatment for me/my child and authorize medical services to be provided at the expense of the Responsible Party (Parent/Guardian) identified below.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Media Waiver**

- FAST Swim Program may use my and/or my child's photograph, voice, and video image for promotions and publications.
- I **do not wish** for my and/or my child's photograph, voice or video image for promotions and publications.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

### ***Parent/caregiver/Guardian Participation Guidelines***

\*FAST Swim Program grants right to photocopy this form to instructors\*

- All participants/parent/caregivers/guardians must complete the Swim Lesson Registration & Waiver Form. In the event that lessons are being hosted by a swimming facility with their own forms (that include medical information and a waiver) it is not necessary to complete the FAST Swim Program version.
- Review any medical concerns with the instructor.
- Parent/caregiver/guardian agrees to purchase or secure a (USCG) United States Coast Guard-approved water safety life jacket (type III) for their child prior to the first swim lesson. Parent/caregiver/guardian will review the USCG Life Jacket Brochure provided by the instructor to fit the jacket securely on the child.
- Instructor will teach guardians to assist with life jacket when requested by the instructor. Life jackets will be worn at all times unless instructed differently by the instructor.
- Parent/caregiver/Guardian is to remain on site at all times and observe with the intent to reinforce skills learned during the lesson.
- Guardians will not offer instruction during the lesson. Non-verbal positive reinforcement is allowed during lessons – clap, cheer, two thumbs up.
- Guardians will do a constant check to aid in lowering risk of water illness and pool closures for toddlers not potty trained. Swimming diapers must be used.
- Guardians and instructors will teach children to ask permission to enter the pool area.
- Guardians and instructors will teach a no touching policy (participants may not touch each other) unless under the direction of a parent/caregiver/guardian or instructor.
- Guardians and instructors will teach no running away from a guardian or instructor. Exit, turn and return to prevent injury is expected behavior.
- If possible, please view these two videos before your child's first swim lesson. The information is invaluable to you and your child's safety!

Note & Float Drowning Prevention Program:

<https://www.youtube.com/watch?v=OoN6uvkQLLU>

Dr. Tom Griffith's Drowning Prevention Message for Parents:

[https://www.youtube.com/watch?v=x8\\_TXCJge34](https://www.youtube.com/watch?v=x8_TXCJge34)



### *USCG Life Jacket Brochure*

\*FAST Swim Program grants right to photocopy this brochure to instructors – you may also request copies of the entire brochure from the United States Coast Guard\*



*A Handy Guide from Your  
United States Coast Guard*



## *Life jackets are available for...*

- Cruising, paddling, waterskiing, hunting, angling, racing
- Men, women, children, and even pets
- Swimmers and non-swimmers
- Boaters of all sizes
- Many uses, and come in many colors and styles



## *If a life jacket fits properly...*

It will help keep your head above the water. Too big, and the life jacket will ride up around your face. Too small, it will not be able to keep your body afloat.

Life jackets designed for adults will not work for children!

### *Try It On For Size*

- #1 Check the manufacturer's label to ensure that the life jacket is a proper fit for your size and weight.
- #2 Make sure the jacket is properly fastened.
- #3 Hold your arms straight up over your head.
- #4 Ask a friend to grasp the tops of the arm openings and gently pull up.
- #5 Make sure there is no excess room above the openings and that the jacket does not ride up over your chin or face.

For the best fit, try the life jacket in shallow water under safe and supervised conditions.

*Note & Float Water Safety Program Cards*

\*Used with permission from Dr. Tom Griffiths @ [www.aquaticsafetygroup.com](http://www.aquaticsafetygroup.com)


**The National**  
**Note & Float™**  
**Water Safety Program**

**Because we care...**  
**Six simple steps to safety!**

- 1** ALL non-swimmers must be registered at the facility by a parent/guardian prior to or upon entry to the facility.
- 2** Parents/guardians and non-swimming children should receive written and verbal site-specific water safety instructions along with "Learn to Swim" information.
- 3** Parents/guardians will be advised to SUPERVISE their children and keep them within arm's reach.

Non-swimmers **seven years of age** and under (or less than 48 inches tall) must wear a clearly identifiable **wrist band** and a United States Coast Guard Approved Lifejacket Type III, and remain in designated shallow water areas. They must also be within arm's reach of a parent/guardian (at least 16 years of age) who is in the water with the child.

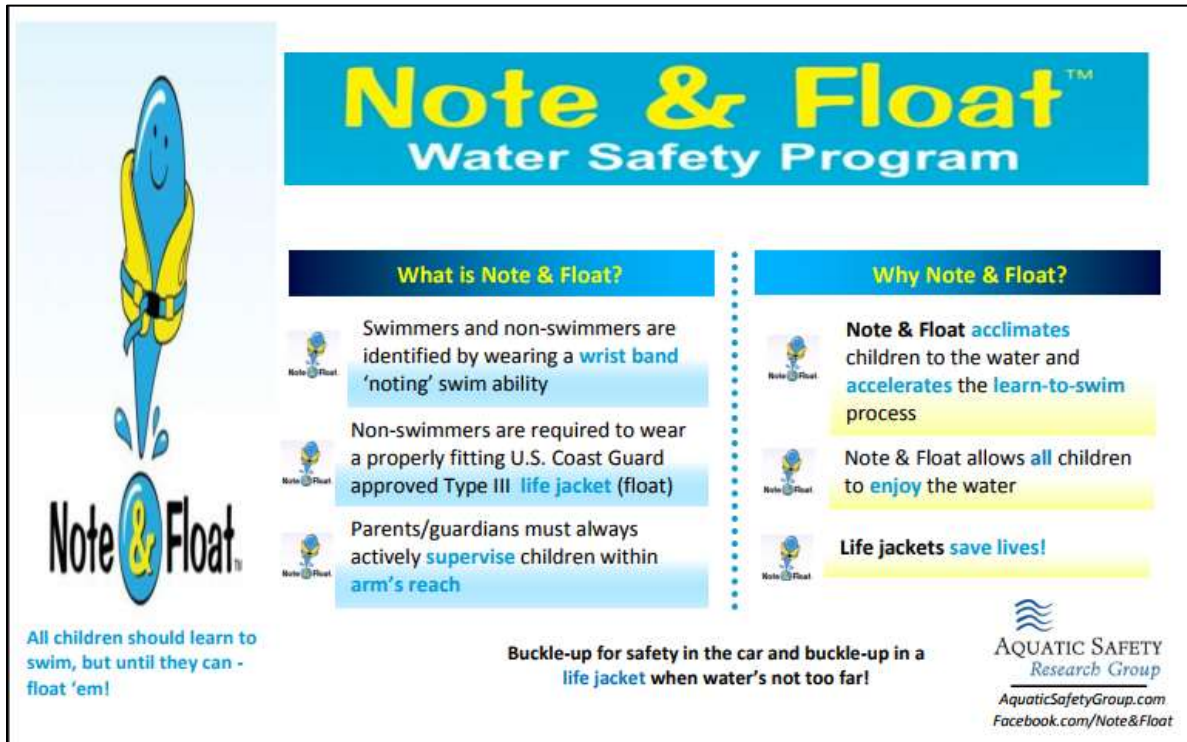
- 4**
- 5** Non-swimmers **ages eight through twelve** must wear a clearly identifiable **wrist band** and a USCG-Approved Lifejacket Type III, and must be actively supervised by a swimming parent/guardian (at least 16 years of age).
- 6** Anyone who wishes to access deep water (greater than five feet deep) must pass the facility swim test or wear a USCG-Approved Lifejacket Type III.



**Note & Float™**

© 2008 Dr. Tom Griffiths • [www.aquaticsafetygroup.com](http://www.aquaticsafetygroup.com)  
*Designed to reduce drowning at aquatic facilities*  
For program replacement items Call WSP 1-800-987-7238 ext. 4  
[www.WaterSafety.com](http://www.WaterSafety.com)

\*Note that you may make copies on card stock and cut apart\*



The poster features a large illustration of a blue fish wearing a yellow life jacket on the left. The title "Note & Float™ Water Safety Program" is in a blue banner at the top. Below are two columns of text: "What is Note & Float?" and "Why Note & Float?". The "What is" section lists: swimmers identified by wristbands, non-swimmers required to wear life jackets, and supervision requirements. The "Why" section lists: acclimation benefits, enjoyment for all children, and the fact that life jackets save lives. At the bottom, it says "All children should learn to swim, but until they can - float 'em!", "Buckle-up for safety in the car and buckle-up in a life jacket when water's not too far!", and provides contact info for Aquatic Safety Research Group.

**Note & Float™**  
Water Safety Program

**What is Note & Float?**

- Swimmers and non-swimmers are identified by wearing a **wrist band** 'noting' swim ability
- Non-swimmers are required to wear a properly fitting U.S. Coast Guard approved Type III **life jacket** (float)
- Parents/guardians must always actively **supervise** children within **arm's reach**

**Why Note & Float?**

- Note & Float acclimates** children to the water and **accelerates the learn-to-swim process**
- Note & Float allows **all children** to **enjoy** the water
- Life jackets save lives!**

All children should learn to swim, but until they can - float 'em!

Buckle-up for safety in the car and buckle-up in a life jacket when water's not too far!

AQUATIC SAFETY  
Research Group  
AquaticSafetyGroup.com  
Facebook.com/Note&Float

The developers of the FAST Swim Program highly recommend that parent/caregivers/guardians keep safety in mind at all times – especially when having a pool party (at home or at a pool facility). The Note & Float Water Safety Program is a great way to help your guests stay safe in and around the water.

You may purchase the Note & Float wristbands and tattoos at [www.watersafety.com](http://www.watersafety.com). You may also choose to purchase your own wristbands and tattoos at a local party supply store.

If you are at a pool facility, remember to always have lifeguards on duty. If your pool facility does not offer lifeguards, make inquiries into hiring certified lifeguards. Be sure that your lifeguards are aware of the wristband color for non-swimmers, and that they should always be wearing life jackets and not be in the deep end of the pool at any time.



**Parent/caregiver/Guardian Swim Lesson Survey Form**

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please fill out the following information about your/your child’s experience with the FAST Swim Program lessons. Your comments enable us to better serve both you, and the other families in your area. You may also submit your feedback online at [www.fastswimprogram.com/feedback](http://www.fastswimprogram.com/feedback). We thank you in advance for your honest opinion!

Are you satisfied with your/your child’s overall progress toward swimming independently?  
(Circle your response) ☹️ Very Unsatisfied \_\_\_\_\_ ☺️ Very Satisfied ☺️  
1 2 3 4 5

Please rate the quality and enthusiasm of swim lesson instructor:  
(Circle your response) ☹️ Very Unsatisfied \_\_\_\_\_ ☺️ Very Satisfied ☺️  
1 2 3 4 5

The instructor demonstrated sound knowledge of the activity:  
(Circle your response) ☹️ Very Unsatisfied \_\_\_\_\_ ☺️ Very Satisfied ☺️  
1 2 3 4 5

Please rate overall satisfaction with the program:  
(Circle your response) ☹️ Very Unsatisfied \_\_\_\_\_ ☺️ Very Satisfied ☺️  
1 2 3 4 5

I would recommend this program to others:  
(Circle your response) ☹️ No \_\_\_\_\_ ☺️ Yes ☺️  
1 2 3 4 5

Do you have any additional comments regarding the instructor or the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact information:  
Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
E-Mail: \_\_\_\_\_

## B: Health Conditions Questionnaire

FAST Swim Program grants right to photocopy this form to instructors\*

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

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

E-mail: \_\_\_\_\_

1. What is the participant's disability and the extent of the disability?

2. Please describe the participant's abilities and limitations regarding fine motor skills (such as grasping or manipulating objects).

3. Please describe the participant's abilities and limitations regarding gross motor skills (such as walking, throwing or jumping).

4. How does the participant communicate?

Verbally    Non-verbally    Sign Language    Communication Board

5. If the participant has difficulty communicating, what is the degree of difficulty?

6. Are you able to provide a friend/family member/professional for interpretation if necessary?

Not necessary    Friend    Family member    Professional

7. Is the participant usually able to listen to and follow directions appropriately?

8. Does the participant exhibit any behaviors that might interfere with programming (noncompliance, hitting self or others, or tantrums)?

9. Is the participant currently on a behavior management program? If yes, please describe:

10. What type of reinforcement and/or rewards work best to keep the participant motivated and focused?

11. What is the participant's attention span length?



## D: Level I Evaluation Form

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

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

Level: \_\_\_\_\_

Check off skills below upon successful completion. Date the final assessment and graduation to Level II. This form serves as a quick guide to the Level I activities in order.

After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
  
- Pool Ledge Flutter Kick
- It's Raining, it's Pouring!
- Cracking an Egg
- Pool Ledge Doggie Paddle
- Pool Ledge Doggie Paddle with Bubbles and Air
  

<input type="checkbox"/> Proper Pool Entry – Slide Entry	<input type="checkbox"/> Guardian Submersion with Bubbles and Air
<input type="checkbox"/> Hand Assist Bubbles and Air	<input type="checkbox"/> Progressive Doggie Paddle
<input type="checkbox"/> Sway Side to Side	<input type="checkbox"/> Back Float Assist
<input type="checkbox"/> Bounce and Reach for the Sky	<input type="checkbox"/> Doggie Paddle to Back Float
<input type="checkbox"/> Front Float (Pop-Up Position)	<input type="checkbox"/> Back Float to Doggie Paddle
<input type="checkbox"/> Independence and Life Jacket Support	<input type="checkbox"/> Passing Back and Forth
<input type="checkbox"/> Doggie Paddle with Bubbles and Air	<input type="checkbox"/> Treading Water
<input type="checkbox"/> Exit, Turn, and Return	<input type="checkbox"/> Alligator Crawl
<input type="checkbox"/> Doggie Paddle to Front Float	<input type="checkbox"/> Review All Skills Without Life Jackets
<input type="checkbox"/> Front Float to Back Float	<input type="checkbox"/> Proper Pool Entry – Jump Feet First Entry
<input type="checkbox"/> Back Float to Front Float	<input type="checkbox"/> Water Orientation Activities

  
- Successful Completion of Level I Swim Test; Date of Test: \_\_\_\_\_

Note: It is recommended that these skills be taught/learned over 8-10 sessions. Each participant is unique and may master the techniques in more or less time. Once the participant masters each level, begin instructing them on the techniques at the next level.

## E: Level II Evaluation Form

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

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

Level: \_\_\_\_\_

Check off skills below upon successful completion. Date the final assessment and graduation to Level III. This form also serves as a quick guide to the Level II activities in order. After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
  - Participate in confidence-building exercises to prevent distress or fear
  - Demonstrate proper breathing techniques by using bubbles and air
  - Demonstrate ability to ask for a life jacket when tired
- 
- |  |  |
|--|--|
| <input type="checkbox"/> Dry Land Jogging in Place | <input type="checkbox"/> Rotary Breathing      |
| <input type="checkbox"/> Dry Land Bubbles and Air  | <input type="checkbox"/> Dry Land Backstroke   |
| <input type="checkbox"/> Dry Land Flutter Kick     | <input type="checkbox"/> Dry Land Butterfly    |
| <input type="checkbox"/> Dry Land Doggie Paddle    | <input type="checkbox"/> Dry Land Breaststroke |
| <input type="checkbox"/> Dry Land Freestyle        |  |
- 
- |   |   |
|---|---|
| <input type="checkbox"/> Pool Ledge Flutter Kick                    | <input type="checkbox"/> Back Float to Front Float                |
| <input type="checkbox"/> Hand Assist Bubbles and Air                | <input type="checkbox"/> Front Float to Back Float                |
| <input type="checkbox"/> Blow Out, Blow Under                       | <input type="checkbox"/> Treading Water                           |
| <input type="checkbox"/> Sway Side to Side                          | <input type="checkbox"/> Review all Skills without Life Jacket    |
| <input type="checkbox"/> Doggie Paddle Hand Motion and Flutter Kick | <input type="checkbox"/> Alligator Crawl with Bubbles and Air     |
| <input type="checkbox"/> Proper Pool Entry – Slide Entry            | <input type="checkbox"/> Ankle Glide and Follow Back to Wall      |
| <input type="checkbox"/> Proper Pool Entry – Feet First             | <input type="checkbox"/> Strokes Introduction                     |
| <input type="checkbox"/> Exit, Turn & Return                        | <input type="checkbox"/> Freestyle                                |
| <input type="checkbox"/> Bobbing Up and Down                        | <input type="checkbox"/> Backstroke                               |
| <input type="checkbox"/> Bobbing Up and Down with Bubbles and Air   | <input type="checkbox"/> Butterfly                                |
| <input type="checkbox"/> Flutter Kick in Water                      | <input type="checkbox"/> Breaststroke                             |
| <input type="checkbox"/> Front Float (Pop-Up Position)              | <input type="checkbox"/> Lessons 5 to Mastery                     |
| <input type="checkbox"/> Progressive Doggie Paddle                  | <input type="checkbox"/> Assessment: Shallow End                  |
| <input type="checkbox"/> Doggie Paddle with Bubbles and Air         | <input type="checkbox"/> Assessment: Deep End                     |
| <input type="checkbox"/> Back Float Assist                          | <input type="checkbox"/> Reinforcing Supervision and Life Jackets |
| <input type="checkbox"/> Assessment: Doggie Paddle Independently    | <input type="checkbox"/> Boat Safety                              |
| <input type="checkbox"/> Back Float with Flutter Kick & Sculling    |   |
| <input type="checkbox"/> Back Float to Doggie Paddle                |   |
| <input type="checkbox"/> Counting to 10 While Submerged             |   |
- 
- Successful Completion of Level II Swim Test; Date of Test: \_\_\_\_\_

Note: It is recommended that these skills be taught/learned over 8-10 sessions. Each participant is unique and may master the techniques in more or less time. Once the participant masters each level, begin instructing them on the techniques at the next level.



## F: Level III Evaluation Form

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

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

Level: \_\_\_\_\_

Check off skills below upon successful completion. Date the final assessment and graduation to Level IV. This form also serves as a quick guide to the Level II activities in order. After completing this training, participants will be able to:

- Demonstrate ability to ask a parent/caregiver/guardian for permission to enter pool area after the life jacket is secure
  - Participate in confidence-building exercises to prevent distress or fear
  - Demonstrate proper breathing techniques by using bubbles and air
  - Demonstrate ability to ask for a life jacket when tired
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Dry Land Jogging in Place</li> <li><input type="checkbox"/> Dry Land Bubbles and Air</li> <li><input type="checkbox"/> Dry Land Flutter Kick</li> <li><input type="checkbox"/> Dry Land Doggie Paddle</li> <li><input type="checkbox"/> Dry Land Freestyle</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rotary Breathing</li> <li><input type="checkbox"/> Dry Land Backstroke</li> <li><input type="checkbox"/> Dry Land Butterfly</li> <li><input type="checkbox"/> Dry Land Breaststroke</li> </ul>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Flutter Kick on Pool Ledge</li> <li><input type="checkbox"/> Hand Assist Bubbles and Air</li> <li><input type="checkbox"/> Proper Pool Entry-Slide Entry</li> <li><input type="checkbox"/> Proper Pool Entry-Feet First</li> <li><input type="checkbox"/> Exit, Turn and Return</li> <li><input type="checkbox"/> Bobbing Up and Down</li> <li><input type="checkbox"/> Flutter Kick in Water</li> <li><input type="checkbox"/> Doggie Paddle with Bubbles and Air</li> <li><input type="checkbox"/> Doggie Paddle to Front Float</li> <li><input type="checkbox"/> Doggie Paddle to Back Float</li> <li><input type="checkbox"/> Back Float to Doggie Paddle</li> <li><input type="checkbox"/> Kickboard Activities</li> <li><input type="checkbox"/> Strokes Introduction</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Freestyle</li> <li><input type="checkbox"/> Backstroke</li> <li><input type="checkbox"/> Butterfly</li> <li><input type="checkbox"/> Breaststroke</li> <li><input type="checkbox"/> Treading Water</li> <li><input type="checkbox"/> Assessment: Shallow End</li> <li><input type="checkbox"/> Assessment: Deep End</li> <li><input type="checkbox"/> Reinforcing Supervision and Life Jackets</li> <li><input type="checkbox"/> Boat Safety</li> </ul> |

Successful Completion of Level III Swim Test; Date of Test: \_\_\_\_\_

Note: It is recommended that these skills be taught/learned over 8-10 sessions. Each participant is unique and may master the techniques in more or less time. Once the participant masters each level, begin instructing them on the techniques at the next level.

## G: Level IV Evaluation Form

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

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

Level: \_\_\_\_\_

As the participant masters the skills below, check them off. Be sure to date the final assessment and graduation to Level V. This form also serves as a quick guide to the Level IV activities in order.

After completing this training, participants will be able to:

- Review pool rules and be able to discuss their validity
- Develop the necessary stroke mechanic for fitness training or swim team to include:
  - Freestyle
  - Backstroke
  - Breaststroke
  - Butterfly
  
- Review All Skills from Level III
- Strokes Review
- Assessment: Shallow End
- Breaststroke
- Freestyle
- Backstroke
- Butterfly
- Kickboard Practice
  
- Conditioning Drills
- Assessment: Deep End
- Mock Swim Meet
  
- Successful Completion of Level IV Swim Test; Date of Test: \_\_\_\_\_

## H: Level V Evaluation Form

\*FAST Swim Program grants right to photocopy this worksheet to instructors\*

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

Level: \_\_\_\_\_

As the participant masters the skills below, check them off. Be sure to date the final assessment date. This form also serves as a quick guide to the Level V activities in order. After completing this training, non-swimmers will be able to:

- Participate in confidence-building exercises to prevent distress or fear
- Demonstrate proper breathing techniques by using bubbles and air
- Demonstrate ability to ask for a life jacket when tired
- Develop swimming skills appropriate to their ability level

- |   |  |
|---|--|
| <input type="checkbox"/> Flutter Kick on Pool Ledge                 | <input type="checkbox"/> Back Float to Stand Up Position |
| <input type="checkbox"/> Proper Pool Entry – Slide Entry/Step Entry | <input type="checkbox"/> Back Float without Assist       |
| <input type="checkbox"/> Jogging in the Water                       | <input type="checkbox"/> Back Float to Front Float       |
| <input type="checkbox"/> Hand Assist Bubbles and Air                | <input type="checkbox"/> Front Float to Back Float       |
| <input type="checkbox"/> Bobbing Up and Down with Bubbles and Air   | <input type="checkbox"/> Kickboard Activities            |
| <input type="checkbox"/> Progressive Bouncing                       | <input type="checkbox"/> Freestyle                       |
| <input type="checkbox"/> Flutter Kick in Pool                       | <input type="checkbox"/> Backstroke                      |
| <input type="checkbox"/> Front Float Assist                         | <input type="checkbox"/> Butterfly                       |
| <input type="checkbox"/> Front Float to Stand Up Position           | <input type="checkbox"/> Breaststroke                    |
| <input type="checkbox"/> Front Float without Assist                 | <input type="checkbox"/> Individual Medley               |
| <input type="checkbox"/> Doggie Paddle with Flutter Kick            | <input type="checkbox"/> Treading Water                  |
| <input type="checkbox"/> Doggie Paddle with Bubbles and Air         | <input type="checkbox"/> Assessment: Shallow End         |
| <input type="checkbox"/> Doggie Paddle to Assisted Stand Up         | <input type="checkbox"/> Assessment: Deep End            |
| <input type="checkbox"/> Back Float Assist                          |  |
| <input type="checkbox"/> Back Float with Flutter Kick and Sculling  |  |

- Successful Completion of Level V Swim Test; Date of Test: \_\_\_\_\_

For fitness swimmers, we take a different approach by reviewing some basic swimming skills, and then addressing stroke and breathing technique. Here are the initial steps we take to evaluate and assist fitness swimmers in meeting their training goals:

- To achieve proper breathing techniques
- Demonstrate measurable achievement in skill improvement through pre and post timing of strokes
- Achieve proficiency by completing drills established in Level IV

**Note:** Schedule Adult Swimmers for one lesson at a time. The adult swimmer may just need or want one lesson, or they may want the full spectrum involving eight to ten lessons.

## I: Emergency Action Plan Examples

The following printable sheets are for example only. Each aquatic facility should have their own Emergency Action Plan (EAP) on file. In the event that a facility does not have an EAP on file, instructors may suggest this as a working model for an EAP but use these plans until the facility has an approved EAP on file.

If an instructor is teaching in a private home, they may follow these examples, leaving out the steps for notifying Head Lifeguard, etc.

# Water-Based Facility Emergency

Facility Street Address:

Bathroom Facility Location(s):

\*

### **Assessment:**

Is it life threatening? If so, Lifeguard or designated staff clears the pool/building (3 whistles)

Call 9-1-1 (if appropriate)

Direct participants, parent/caregivers/guardians and other facility patrons to safety (use safe areas or exits)

Call/Notify equipment room and aquatic center office staff for further assistance

Notify Head Lifeguards & emergency phone list members

Fill out appropriate reports & turn it to Head Lifeguard

### **Staff Briefing**

# Land-Based Facility Emergency

Facility Street Address:

Bathroom Facility Location(s):

\*

**Assessment:**

Is it life threatening? If so, Lifeguard or designated staff clears the pool/building (3 whistles)

Call 9-1-1 (if appropriate)

Direct participants, parent/caregivers/guardians and other facility patrons to safety (use safe areas or exits)

Call/Notify equipment room and aquatic center office staff for further assistance

Notify Head Lifeguards & emergency phone list members

Fill out appropriate reports & turn it to Head Lifeguard

**Staff Briefing**

# 9-1-1 CALL EXAMPLE

Facility Street Address:

Bathroom Facility Location(s):

The following is a sample of the message to relay information to the 9-1-1 operator. It allows untrained persons to provide the appropriate information to the 9-1-1 operator.

Dial "9-1-1"

**Say the following:**

**An aquatic emergency exists at " \_\_\_\_\_ " (say physical address)**

**Please come at once to the main entrance. If possible, someone will meet you there and direct you to the pool.**

**There has apparently been a \_\_\_\_\_ injury.**

Remain on the phone with the dispatcher until emergency personnel arrive on the scene.

**DO NOT HANG UP.**

# Residential Emergency

Home Street Address:

Bathroom Facility Location(s):

\*

**Assessment:**

Is it life threatening? If so, clear the pool area (ask swimmers to exit the pool)

Call 911 (if appropriate)

Direct participants, parent/caregivers/guardians and other residential members to safety (use safe areas or exits)

**Quickly and Calmly address the emergency situation;  
follow emergency personnel directions as needed**

## J: Activity Reference Chart

Activity	I	II	III	IV	V	VI
Dry Land Jogging in Place		X	X			~
Dry Land Bubbles and Air		X	X			~
Dry Land Flutter Kick		X	X			~
Dry Land Doggie Paddle		X	X			~
Dry Land Freestyle		X	X			~
Dry Land Backstroke		X	X			~
Rotary Breathing		X	X			~
Dry Land Butterfly		X	X			~
Dry Land Breaststroke		X	X			~
Pool Ledge Flutter Kick	X	X	X		X	X
It's Raining It's Pouring	X					X
Cracking an Egg	X					X
Blow Out Blow Under		X				~
Hand Assist Bubbles and Air	X	X	X		X	X
Pool Ledge Doggie Paddle with Flutter Kick	X					X
Pool Ledge Doggie Paddle with Bubbles and Air	X	X			X	X
Proper Pool Entry – Slide Entry/Step Entry	X	X	X		X	X
Proper Pool Entry – Feet First	X	X	X			X
Sway Side to Side	X	X				X
Jogging in the Water					X	~
Exit, Turn & Return	X	X	X			X
Passing Back and Forth	X					X
Front Float Pop-Up Position	X					X
Independence and Life Jacket Support	X					X
Bounce and Reach for the Sky (on pool steps)	X					X
Guardian Submersion with Bubbles and Air	X					X
Bobbing Up and Down		X	X			X
Bobbing Up and Down with Bubbles and Air		X			X	~



Progressive Bouncing					X	~
Doggie Paddle with Flutter Kick					X	~
Doggie Paddle with Bubbles and Air	X	X	X		X	X
Flutter Kick in Water		X	X		X	X
Front Float Assist	X	X			X	X
Front Float without Assist					X	X
Front Float to Back Float	X	X			X	X
Doggie Paddle to Front Float	X	X			X	X
Progressive Doggie Paddle	X	X	X			X
Back Float Assist	X	X			X	X
Back Float without Assist					X	X
Back Float with Flutter Kick and Sculling	X	X	X		X	X
Back Float to Front Float	X	X			X	X
Back Float to Doggie Paddle	X	X	X			X
Doggie Paddle to Back Float			X			X
Ankle Glide and Follow Back to Wall		X				~
Doggie Paddle to Back Float	X					X
Back Float to Assisted Stand-Up Position					X	~
Doggie Paddle to Assisted Stand Up					x	~
Front Float to Stand Up Position					X	~
Treading Water	X	X	X		X	X
Counting to 10 While Submerged		X				~
Alligator Crawl	X					X
Alligator Crawl with Bubbles and Air	X	X				X
Water Orientation Activities	X	X				~
Review All Skills without Life Jacket	X	X	X			!
Assessment: Doggie Paddle Independently	X	X				X
Lessons 5 to Mastery		X				!
Assessment: Shallow End	X	X	X	X	X	X
Assessment: Deep End		X	X	X	X	X
Strokes Introduction/Review		X	X	X		~

Freestyle		X	X	X	X	~
Backstroke		X	X	X	X	~
Butterfly		X	X	X	X	~
Breaststroke		X	X	X	X	~
Kickboard Activities		X	X	X	X	X
Individual Medley					X	~
Conditioning Drills				X	X	~
Reinforcing Supervision and Life Jackets		X	X			X
Boat Safety		X	X		X	X
Mock Swim Meet			X	X		~

**\*Note:** Level VI can be taught to all age participants, evaluate the needs and abilities of each individual and teach accordingly.

## K: Instructor Registration Form



Thank you for choosing the FAST Swim Program Instructor Training! Our goal is to teach you how to be a successful instructor following all FAST Swim Program guidelines. We believe the use of USCG-approved type III life jackets and no forced submersion for all beginning swimmers. We require that all of our instructors be First Aid and CPR certified.

**Participant Information** – Complete this section for the participant. Please include any relevant medical information. \*RETURN BEFORE INSTRUCTION BEGINS\*

Name _____	Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age _____	Birth Date	_____	
Address _____			
Phone _____	E-mail	_____	
List any diagnosed medical conditions:			

\_\_\_\_\_

List any medical conditions or special needs which may require modification for participation:

\_\_\_\_\_

### Parent/Guardian Information (if under age 18)

Name(s) \_\_\_\_\_

#### Waiver of Claims for Participants

I hereby give the FAST Swim Program instructor trainer permission for me/my child to participate in the instructor training course. The signature below certifies that all information contained in my/my child's registration is correct and true. My signature also affirms my understanding that my/my child's participation in FAST Swim Program and activities may present some risk or injury. The FAST Swim Program and/or the Instructor assumes no liability for injuries or damages that result from my/my child's participation in these programs or activities. I agree to indemnify and hold harmless FAST Swim Program and other program participants from liability that may arise from any risk, injury or death that is claimed to be related to this program or its services.

**Medical Release:** I authorize the FAST Swim Program instructor to act on my behalf if medical treatment for me/my child is necessary. In the event of illness or injury to me/my child, I authorize the FAST Swim Program and/or instructor to obtain medical treatment for me/my child and authorize medical services to be provided at the expense of the Responsible Party (Parent/Guardian) identified below.

Self/Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

#### Media Waiver

FAST Swim Program may use my and/or my child's photograph, voice, and video image for promotions and publications.

I **do not wish** for my and/or my child's photograph, voice or video image for promotions and publications.

Self/Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## About the Author



Linda Bolger is a retired health and physical educator from Eastern High School in Voorhees, NJ and is a staunch swim safety advocate. Linda has earned a Bachelor of Science in Health and Physical Education from West Chester University and a Master's Degree of Health and Physical Education from Rowan University, taught swimming lessons for almost fifty years, and operated a successful pool business. As a result of her master's thesis, Linda researched many swimming programs throughout the state of New Jersey. She then authored the book *Dunk Your Doughnuts, Not Your Children* (1988) to motivate instructors to teach swim techniques without forced submersion.

She and her husband, Michael, raised 4 biological children, adopted 4 children, and fostered over one hundred. Through grants, Linda taught swimming to Camden, NJ inner city children and created a life jacket swim program for children with disabilities. Today, Linda (also known as Miss Bubbles) continues her passions and teaches swimming lessons in Northeast Florida.



# LEARNING MANUAL



# FAST SWIM PROGRAM™

## Flotation Aided Swim Training

Are you ready to teach students of all ages how to swim confidently and comfortably - in less time than you ever thought possible? The developers of the FAST Swim Program™ have created an incredible curriculum that has been proven with over fifteen years of instructional use. The program advocates teaching participants the bubbles and air technique while wearing properly fitted USCG-approved Type 3 life jackets. The techniques used in the FAST Swim Program™ promote successful stroke mechanics for all ages and abilities.

“Linda took a kid who was terrified to even put his face in the water and ended with him swimming across half the pool. I wouldn’t have believed it if I hadn’t seen it myself. It was simply an amazing technique and has helped my son become a swimmer!”

– Angie Eva Colaiezzi, Psy. D.

“I can now say without hesitation that it is your technique blending strong fundamentals, strength building, and safety with the life jacket followed by an ability guided transition to unassisted swimming that is the most safe and effective.”



**LINDA BOLGER** is a retired educator and life-long swim safety advocate from Voorhees, New Jersey. Linda authored the revolutionary swim program called *Dunk Your Doughnuts, Not Your Children*. Linda taught and continues to teach swimming lessons to children and adults of all ages.

Linda and her husband, Michael, have raised 4 biological children, 4 adopted children, and fostered over one hundred. Linda continues her passions by teaching swimming lessons in Northeast Florida.

