

Breakdown of Station 1

1. Water Entry

Demonstrate entry into the water.

Instruct the children on proper water entry. Address the children in calm, pleasant tones.

Explain that he/she must first sit on the edge, turn to the right, cross the left hand over the right, place weight on both hands and slowly lower his body into the pool, facing the wall, being careful not to scrape tummies on the wall.

- Once everyone is in the water, re-emphasize the one-hand on the wall, head above water rule.
- Instruct the children that this is always the way they will enter the water.
- If you feel they need it, have the children exit at the ladder and re-enter the water in the proper way. This is the way they are to enter each day.

2. Gradual Water Adaptation

After entering the water, if the children are young, get children adapted to the water with songs. (*"This Is the Way We Wash Our Face", "If You're Happy and You Know It"*) *If you need to, use the watering cans to get the children wet. Do not pour water over their heads yet unless they seem ready.*)

3. Movement in the Water

Begin by leading and allowing the children to **move in the water** with a game or song (*Wheels on the Bus, Ring around the Rosie, even Herman.*)

- ✓ *Ask the children if they can hold their breath.*
- ✓ *Can they blow it out?*

4. Holding and Releasing Breath

(Use of pinwheels and bubbles are mainly for those age 6 and under or someone who is having difficulty with the concept of inhale/exhale.)

Demonstrate bubble blowing in the water.

- ✓ *Ask if anyone can blow bubbles in the water.*

If anyone can blow bubbles with their face in the water already, you can skip to seven.

Begin the teaching sequence for breath holding and release.

Demonstrate breath holding and release. Ask the students to hold their breath-release, blowing through the nose.

- Use the pinwheel to demonstrate.
Say: "Inhale", take a breath, say "Exhale" blow the pinwheel.
Have students practice, repeating what you have just demonstrated.
- After they have done this with the pinwheel, have them try it by just saying the cue words, "1, 2, 3" Inhale-"1, 2, 3" Exhale, always trying to blow through the nose or both nose and mouth.

5. Blowing Bubbles

- Use the natural connection between breath holding and blowing out (continuing to use the term "exhale"), to **demonstrate blowing bubbles** with the soap bubbles.
- Use soap bubbles to blow out, asking the student to hold their breath, then blow, so they can see the difference between "inhale" and "exhale".
- After they have tried blowing bubbles with the soap, have them try blowing bubbles in the water, mouth only. Try again, this time blowing through the nose. Lastly, try blowing through both the nose and mouth.

6. Submerging the face

Demonstrate putting your entire face in the water.

- ✓ *Ask if anyone knows how to put his whole face in the water.*

Anyone who can submerge the face already can skip to seven.

You may have some who can pass quickly through this station if they have no fear of putting their entire face in the water.

- For young age students, begin with a song or game (such as "This is the Way We Wash Our Face" or "If You're Happy and You Know It")
- For those who are fearful of putting their faces into the water, use the watering can. Pour water into your hands first, pouring water from your hands over your chin, nose, face, and last, head. Yes, over your head. If you are willing to get wet, your student will not mind it as much! Besides, they will probably laugh-especially if you allow them to pour the water over your head.
- Have student imitate what you have just done, beginning with water poured into their hands, and letting them end with pouring water over your head before you help them gently pour some over

their own head. This will also help with breath holding. Say, “inhale”, pour water and as it is pouring over their face, say, “exhale.”

7. Opening eyes Underwater

Demonstrate opening your eyes underwater by retrieving something off the bottom of the pool or counting the fingers of one of the students as they hold their hand underwater.

- ✓ ***Ask if anyone can open his eyes underwater*** – If anyone can demonstrate, skip to 8
 - Once they are able to put at least part of their face in the water encourage them to open their eyes.
 - Have students begin working on opening their eyes underwater by using one or more of the following tools:
 - objects which they can retrieve
 - fingers they can count
 - tea party two children going under water-sitting pretending to drink tea)
 - diving rings, sinking toys

8. Bobbing Instruction

Demonstrate bobbing-slowly, rhythmically

- Once the students have bubbles and eyes opening underwater, work on bobbing. It doesn't have to be perfect at this station, just emphasize:
- Hands on the wall
- ***Be slow and consistent.***

✓ ***Ask if anyone knows how to bob***

Emphasize inhalation above water and exhalation underwater. Slow and steady-not fast and no hopping up jet propelled out of the water!

Make certain there is true air exchange. If someone can bob 5 times, you may skip to **nine**.

Begin practicing bobs (This may be done as a group)

- Begin with both hands on the gutter (or wall) slowly bend knees, holding body straight, not bending at the waist. Inhale while the head is above the water, exhale below the water. Repeat, slowly and rhythmically. For older or taller students, you may need to move to deeper water.
- When you feel the students are comfortable with the bobs, begin teaching them to exhale through the nose instead of through the mouth. They will all enjoy it and get the concept more quickly if you relate it to blowing their nose...snot in snot out...boogers in and boogers out!

9. Introduce Back-Float by demonstration

✓ ***Ask if anyone already knows how to do the back float***

10. Introduce Kicking Skills on the Deck

✓ ***Ask if anyone already knows how to kick.***

Demonstrate kicking skills on land

- Lie on towels to teach kicking skills. Do this only if the concrete is not too hot!)
- Be aware of the air temperature and place this teaching skill at the beginning of class if the air is cool or it is a very windy day or even if it is a very sunny day.

11. Jumping into the water

Demonstrate while students are on the side. Please teach this towards the end of the 8 days.

- Make sure that students understand the need to jump out away from the wall, feet first.
- You may use a hula-hoop as a target into which they can jump.

TO ADVANCE: (These skills do not have to be performed perfectly here, but student must demonstrate that he/she understands the skill.

- 1. STUDENT MUST DO FIVE RELAXED BOBS WHILE BLOWING BUBBLES AND ALTERNATELY EXCHANGING AIR.**
- 2. STUDENT MUST DEMO OPENING EYES UNDERWATER.**

STATION 2

FLOATS AND GLIDES

Though it is preferable to teach the front float and glide first, you may find a child who actually feels more comfortable on the back and therefore does better conquering the back float and glide first. Front float may be

done with the arms stretched out to the sides or directly in front as a follow up to the streamline position and a lead into the glide.

Review: Do 10 bobs, breath holding and exhale, kicking, retrieving an object from the bottom and back float. These skills may be done as a group. Do not waste time doing them individually.

Equipment: Kickboards

NEW SKILLS:

1. Ready Position and Streamline
2. Front Float/Glide/Recover

INSTRUCTION

- A. **Begin with a review of the previous lesson.**
- B. **10Bobs**
- C. **Demonstrate Ready Position, Streamline, Front Float and Glide**
- D. **Ask if any of the students can already perform this skill.**

Breakdown of Front Float and Glide

1. Ready Position and Streamline

First, demonstrate or have a volunteer demo the Ready, Streamline and Floating Positions

STREAMLINING

- Begin by demonstrating on the deck. Place one hand on top of the other, arms overhead, back of the head touching the upper arms. Instructor demonstrates by holding hands in proper position then allows the swimmers to try it on the deck, and last, in the water.
- Teach the front ready position, followed by streamlining:
 1. Feet up on the wall, head looking forward, one hand holds gutter, one arm stretched out in front, face in the water.
 2. Hand that is holding the gutter comes off and joins the one in the water, as the body sinks underwater, the swimmer pushes off into a glide position.
 3. Remind them to STRETCH!

2. Front Float and Recover

Front float may be taught from the ready position from the wall streamlining into the glide position. Begin with a gentle push from the wall with the feet.

- Use a face-to-face approach with the student, supporting him/her under the armpits. Instruct the student to hold his/her breath as they attempt to float (first with your assistance-as long as they need it, working toward the goal of the student performing the skill independently) Move backwards to create a water flow which will help the student to float.
- Gradually withdraw support, but always tell the child exactly what you are doing. Do not try to trick the student into floating on his own. The student may feel more comfortable with arms stretched to the sides, rather than streamline.
- Recover by tucking the knees up and under the body, then placing the feet on the bottom of the pool as you straighten up to a standing position.
If the student struggles with the Ready Position and Streamlining, you may give them the option of beginning the Float and Glide with the hands at the sides, instead of stretched out in front.

3. Front Glide and Recover

- Teach “going for the wall”, by giving the child a gentle push toward the wall. Emphasize inhale, holding their breath as they put their face in the water, exhale while gliding and reach for the wall.
- Use the image of Iron Man, Spiderman or Superman to stretch them out in the float/glide position.

Breakdown of Back Float and Glide

BACKFLOAT AND GLIDE

Review: Bobs (Begin with 5, progress to 10, breath holding and exhale through the nose, kicking, retrieving an object off the bottom, kicking skills.

These skills may be done as a group. Do not waste time doing them individually.

Equipment: Kickboards, Balloons, Noodles, Toys, Balloons

NEW SKILLS:

1. Back Float/Recover, with assistance
2. Add Finning if necessary.
3. Back Float/ Recover no assistance
4. Add the Glide
5. Back Float and Glide with Assistance
6. Back Float and Glide without Assistance

INSTRUCTION *(Students on deck during demonstration)*

- A. **Begin by doing 10 bobs, being certain of good air exchange**
- B. **Demonstrate Back Float, then Back Float with a Glide**
- C. **Ask if any of the students can already perform this skill.**
- D. **A simple progression is provided below for those who are learning at a faster pace.**

Breakdown of Back Float and Glide

Demonstrate Back Float with Assistance

1. Ready Position and Streamline
2. Back Float/ Recover with Assistance

Assist student to float on his back

Begin by holding the student in one of two positions:

Young students: Cheek to cheek

- Place yourself behind the child, with him lying on his back in the water. You will need to bring yourself to the student's level in the water. The child's head should rest on your shoulder, while you place your face "cheek to cheek" with child. Your hands are under the shoulders or one in the small of the back and one on the tummy. The child is floating on his back, but with a more secure feeling, being near you.

Older students: Shoulder support

- Place your hands under the student's shoulders for slight support. Have student lay on his back in the water, head looking up at the sky, hands at sides. Walk backward through the water to give the student the feeling of moving through the water.

For an older or more secure child, they may begin by using the **Back Ready Position**. Teach them to tuck their body on the wall with the shinbone of their leg flat against the wall (not their feet), tilt head back until it touches the water and the ears are wet. Have the child push gently from the side while slightly lifting the tummy.

Have them repeat the sequence:

- Back Ready Position
- Ears Wet
- Gentle Push
- Tummy Up

If the student needs a little help, give them a light tow through the water. A noodle behind the neck or a kickboard held across the stomach may be used if they need a little extra help floating.

Many people sink to a degree before finding the level at which they float. Floating involves buoyancy and the position of the body. Some people actually float at an angle. Without placing these students in deep water, we cannot always know exactly where they will float. Use of some teaching devices/word pictures can help them float in a level of water that will give them a greater measure of security.

- Teach them to blow up their tummies like a balloon.
- Use a balloon to demonstrate that everyone can make their tummy look like a balloon and look what happens when it is blown up and put underwater-it pops up! Use teaching devices such as **toys, lifejackets, ski belts, foam buoys, or toys, to teach buoyancy.**
- Teach **RECOVERY**
- Lift the head, push the water in a motion generated by the wrists, tuck your knees to your chest and place your feet flat on the bottom of the pool. If the student can't reach the bottom, support him/her while going through the process.

2. **Add Finning for those who need it**

If the student has a great degree of difficulty in floating, allow some finning (small movement of hands to assist in keeping the student afloat).

- Teach the child that finning is a slight scooping motion to keep the body from sinking.

3. **Back Float, Recover—no assistance**

- Gradually take away all assistance devices, including you.

- Do not try to trick the student into doing the Back Float unassisted. Let him/her know exactly what will take place each step of the way
- 4. Add the Glide to the Back Float**
Demonstrate the glide added to the BACK FLOAT
- Add getting the ears wet
 - Add the push off with body in alignment. shins resting on wall (not feet)
- **Simple progression order to teach the BACKFLOAT and GLIDE to those who are progressing at a faster pace and are not in need of the gradual steps listed above.***
- BACK FLOAT AND GLIDE***
- 1. Back Ready Position*
 - 2. Ears Wet*
 - 3. Push off (Gently)*
 - 4. Tummy Up*
- 5. Back Glide w/ Assistance**
6. Back Glide w/o Assistance

TO ADVANCE FROM STATION 2:

TO ADVANCE FROM STATION 2:

- 1. FRONT GLIDE FOR 5 SECONDS AND RECOVER**
- 2. BACK GLIDE FOR 5 SECONDS AND RECOVER**

Ask the students, “In Front ready position, as you do a FRONT GLIDE-what should come out of your nose when you put your face in the water? BUBBLES!” Be sure bubbles are coming out of their noses as they glide with their faces in the water.

1. Streamline
2. Face in
3. Push off (Gently)

STATION 3

KICKING SKILLS

Review Bobs (20), Front and Back Glide; Retrieve an object from the bottom of the pool

Equipment: Diving Toys, Kick Boards, Noodles

NEW SKILLS:

1. Front Glide with kick and recover
2. Back Glide with kick and recover
3. Introduce Beginner Stroke

INSTRUCTION

- A.** Good kicking skills really begin here!
- B.** The development of good kicking skills will help the student to progress more quickly in the stations that follow.

BREAKDOWN OF STATION 3

KICK- DETAILED

- All kicking should be from the hips with toes pointed and relaxed.
- Kicking should be practiced on the deck first-on the back to emphasize leg placement and body position. In the prone position the body position in the water should be in straight alignment, face in water; In the supine position the body should also be in straight alignment, ears in the water, head back, but only until it lines up with the spine, not tucking the chin.
- Tow the student while they kick to ensure his correct body position and a kick that will propel them forward.
- Use small kickboards to develop strength and endurance while maintaining a good body position. The face should be in the water to ensure good alignment, lifting the head only to catch a quick breath
- Avoid practicing kicking at the wall for too long, as the body position is not aligned correctly.
- Teach your students to kick fast.
- Short bursts of kicking will fatigue the legs but will strengthen them quickly.

1. Add Kick to Front Glide
2. Add Kick to Back Glide
3. Beginner Stroke

BEGINNER STROKE- DETAILED

- Demonstrate Beginner Stroke
- Ask if anyone can already do the Beginner Stroke
- Break it Down

Breathing

- A. Beginning in the Ready Position, have student streamline into a glide, flutter kicking as he goes.
- B. While still kicking, have the student lift the head just enough to catch a breath then immediately put the face back in the water.
- C. Repeat this until it becomes natural.

Arms

- A. Add the arms: Arms are stretched out in front as the student glides and kicks through the water.
- B. Have the student pull one arm back as if he is picking an apple and placing it in his pocket. Instruct him to return to the stretch position of the glide while continuing to kick and repeat the apple-picking action with the opposite arm as the first arm returns to the stretch position.
 - Have the students front glide out and return to the wall with the Beginner Stroke
 - Add Kick

Review Streamlining

- a. Feet on the wall
- b. Head facing forward
- c. One hand holds the gutter, one stretches out in front
- d. Face in
- e. Gutter hand comes off the wall and joins the other hand as the body sinks below the surface and pushes off the wall in a stretched “streamlined” position.

4. Dolphin Kick

- Begin the movement on the deck with the concept of “bottom out, bottom in.”
You may move into the water and try the concept of standing facing the wall, tummy out to touch the wall, tummy in (pull away from the wall), repeat.
- Use the concept of a wiggle worm on the surface of the water. Do NOT teach going to the bottom of the pool and back to the top.
Kicking with both legs at the same time, the kick should come from the hips and should be a continuation of the body movement begun with the “bottom in, bottom out” concept.
With an older swimmer, to make certain he has an upward and downward beat of the dolphin kick have him turn on his back and dolphin kick. This will strengthen his muscles that work in each direction.

TO ADVANCE FROM STATION 3:

1. FRONT GLIDE WITH A KICK FOR 15 FEET
2. BACK GLIDE WITH A KICK FOR 15 FEET
3. DEMONSTRATE ABILITY TO DOLPHIN KICK 15 FEET
4. DEMONSTRATE BEGINNER STROKE 15 FEET

STATION 4

ROLLOVER/FRONT CRAWL

*Review previously learned skills. Front Glide with a Kick, Back Glide with a Kick, Beginner Stroke, Dolphin Kick
Do at least 30 bobs by now-slowly and rhythmically*

Equipment: Kickboards

NEW SKILLS:

1. Rollover Back to Front
2. Rollover Front to Back
3. Finning
4. Introduce Side Bobs

INSTRUCTION

ROLLOVER

1. Rollover –Back to Front

Teach the concept of the rollover from a standing position first. Demonstrate the pull of the arm across the front of the body to turn the swimmer over onto his stomach. Teach from a standing position first so the student can see the natural consequence of stretching the arm across the body and pulling.

2. Rollover –Front to Back.

From a standing position, with arms stretched forward (out), draw the arm back and down to your side to instruct the student to perform the rollover from stomach to back

3. Finning

Demonstrate the finning motion first, by floating on the back with hands at the side of the body performing a “scooping” movement through the water.

- First, have the students stand and “scoop” water in front of them.
- Once they have the motion, have them drop their hands to their sides and do the same thing, while in a standing position
- Lastly, have them back glide with the finning.

4. Introduce Side Bobs

Demonstrate Side Bobs and have students practice. These may be practiced at the wall while you are working with other students.

- Facing the side of the pool, bend at the waist. With fingertips resting on the side of the pool, inhale and place face (between the arms), in the water, exhale, then rotate shoulders and head (in alignment with the shoulders), inhale, then head and shoulders rotate back to beginning position, exhaling with face in the water. Repeat to other side.

INSTRUCTION

FRONT CRAWL

1. Front Crawl

Demonstrate the Front Crawl. Begin to break it down.

As you begin to break it down, explain as follows:

Head Position

The head should be relatively high and the water should be at the hairline. The head should remain still unless on the breathing phase.

Body Position The body will ride high in the water, and will be on the side most of the time. A 45-degree body roll is a good goal. A little more than 45 degree is not excessive. Alignment of the body should be good, whether on the side or front.

Arms

The hand should enter the water in line with the shoulder, palm turned slightly out, with the index finger entering the water first. The elbow should be high and the wrist straight as the hand enters the water. The hand should reach deep and in front of the face. As the elbow bends the hand sweeps under the midline of the body, thumb leading. The hand continues to push through, thumb brushing the thigh as the hand exits the water, little finger leading. The elbow will be high during recovery, hand close to the body and the water.

There is an alternate stroke that includes a straight-arm recovery from the pool. If you feel more comfortable teaching this stroke, please do so with caution. If done incorrectly, it can result in injury to the shoulder. It must be taught with a good body roll that takes the pressure from the shoulder.

Legs

The kick should come from the muscles in the buttocks and thigh. The kick is not from the knee. The toes are relaxed and pointed, from ankles that are also relaxed. The kick should be steady, rhythmic, and continuous.

2. Breathing

Although we will not require proper breathing at this station, we want to be careful to demonstrate proper breathing and to teach the stroke with the breathing.

The breath is taken as one hand finishes the stroke past the thigh. The head is then returned to the stationary front position.

TO ADVANCE FROM STATION 4:

1. DEMO ROLLOVER FRONT TO BACK, BACK TO FRONT

2. FRONT CRAWL -20 FEET (NO REQUIRED BREATHING)

STATION 5

FRONT CRAWL/ E/TREADING ELEMENTARY BACKSTROKE

Review: Side-bobs, Bobs, Dolphin kick, Front Crawl, (w/breathing), Finning, Sculling

Equipment: Noodles, Kickboards

NEW SKILLS:

1. Add breathing to Front Crawl.
2. Increase endurance
3. Back stroke

INSTRUCTION

Increase endurance of Front Crawl, by using Side bobs to teach breathing.

FRONT CRAWL

1. Add Breathing to Front Crawl

Teach students to breathe with the lower half of the mouth still in the water. Instruct them that as they move, their head forms a bow shaped wave behind them, which enables them to breathe. The body roll should be emphasized not only for catching a breath, but also to help make the whole stroke move more efficiently. Teaching the body roll also will help with the Backstroke.

Deck Work:

- On the deck, have students practice the timing of the head turn, exhalation and inhalation. Emphasize that it is not the head that really turns but the entire body. The body should roll as a unit. Instruct to follow one hand backwards under the body, with eyes and head. This gives the idea of when to roll the head. This will result in some initial early breathing, but will smooth out later. Remind them to exhale when the face is in the water.
- Emphasize the sequence:
 - **Exhalation underwater**
 - **Roll head out in alignment with the body.**
 - **Inhalation in trough formed by bow wave made by the head (makes it unnecessary to lift the head!)**
 - **Roll the head and body back to flat position in the water.**
 - **Stroke with opposite arm, no breath, rolling gently.**

2. Increase Endurance

Swim greater distances during warm-ups, looking for improvement in the quality of the stroke as well added endurance.

EMPHASIZE MINIMUM HEAD MOVEMENT

Students should roll body as a unit. Do not allow students to roll over onto their back while stroking!

1. At this stage, a breath should be taken at the back of the arm stroke.
2. Think of rolling the body into the breathing and show the students how much less their head has to move to get a breath if they go with the rolling of the body as a unit.
3. Instructor may want to assist this skill by standing in the water and cueing the student as to when to turn the head.
4. Instructor may assist by working the student's arms from behind.
5. Use of skilled demonstrators may help with the mechanics at this point
6. Repetition is the key to success with this skill.

THINGS TO WATCH FOR:

ROLLING OVER TOO FAR ONTO THE BACK

BRINGING THE HEAD TOO FAR OUT OF THE WATER TO BREATHE

EXHIBIT GOOD EXHALATION UNDERWATER

HELPS:

One Arm Drill
Side Bobs

BACKSTROKE

INSTRUCTION

Make sure you emphasize the fun part of this stroke-the face is out of the water! You need to explain spotting before you begin the fundamentals of the stroke.

Spotting is keeping the student's eyes focused on a stable point beyond his feet that will allow the swimmer to swim in a straight line.

Fundamentals of the Backstroke

Head

The head is held high and still. Ears are touching the water. If the head remains stationary, the hands will enter the water at the correct time and place.

The chin tucks just long enough to stay in line with the stable object the student is using as his stable point upon which to focus.

Body

The body should roll slightly from side to side, so that the stroke is swum on the side, *NOT FLAT ON THE BACK!* Have the students try the motion while standing. Shoulders and hips will roll side to side, while the head remains still.

Arms

The arm motion can be done out of the water first so that it can be seen and practiced more readily. It is basically a backwards rotating arm stroke. The thumb leaves the water at the thigh, palm facing the thigh, hand coming up and rotating so that the pinky finger can enter the water just outside the shoulder. The shoulder must roll to allow the pinkie to enter the water just outside a line with the shoulder. This aspect of the stroke is important, because the elbow can rotate towards the bottom of the pool and the hand can sweep wide from the bottom and deep in the water, pushing down at the side with good force to propel the swimmer. As the hand is pushing down or during the "catch phase", the thumb of the opposite arm is coming up out of the water.

The shoulder roll is simple, but can be complicated to explain to a child. What it means is that the shoulder of the arm that is in the water needs to be pointing in a downward direction while the shoulder of the arm out of the water needs to be pointing in an upward direction. This does not mean rolling completely from one side to the other during the backstroke. There just needs to be a slight roll with each stroke. The roll saves injury to the shoulder, makes it easier to pull the water, and enables the body to pull through the water with less resistance. Again, this can be complicated to explain to a child, but the idea is simple. It's quite possible that if you demonstrate it and explain it well as you do it, your child will do it naturally, needing no further explanation. After the concept of the stroke is understood out of the water, begin to work with the students in the water. If necessary, get them out again and repeat the beginning teaching for this stroke.

Kick

Kicking is the other vital piece of the backstroke. It is very easy for a child to forget to kick when they are learning the arm motions for a new stroke, so be certain you remind them to constantly keep kicking. It is a flutter kick, slightly deeper than that of the front crawl. Most of the kicking will take place when the body is rolled to the side. When someone does not kick while swimming the backstroke, his or her legs sink. The farther a child's legs sink, the more difficult it will be for them to do the stroke properly because they simply do not have the speed to keep their legs up without a good kick. The kick should be taught with an emphasis on the upward motion.

Another bad habit of children is to look at their stomach or feet when they swim the backstroke, which can also lead to their feet sinking, making it very difficult for them to succeed with this stroke. Always remind them to keep their heads looking up at the sky, except for those brief moments where they are spotting.

Remember when teaching a child any stroke the key is to make it fun and safe to learn. Backstroke should be easy to make fun and entertaining, as many children prefer it to the other three competitive strokes. After all, it is the only one where their face is not in the water! Just remember to be patient and keep reminding them of each of the elements of the stroke. They will get it.

Another way of stating the backstroke sequence:

- Hand enters the water, pinkie first, slipping into, not slapping the water!
- Arm sweeps out towards the wall, and then pushes down at your side.
- End with thumb coming up and out of the water, arm twisting, as the shoulder rolls
- As your shoulders roll in, the opposite arm should be coming up out of the water, thumb first
- You may find it easier to teach a straight-arm pull first, and then convert to the bent arm pull later, but always demonstrate it the way it should look.
- Teaching the bent arm is very difficult, especially for young children. If you are unsure which method to use, ask your supervisor to evaluate the class needs.

TROUBLE-SHOOTING:

- **HEAD IS TOO FAR BACK IN THE WATER. THIS CAUSES THE HIPS TO RISE AND MAKES IT MORE DIFFICULT FOR THE STUDENT TO ACHIEVE THE BODY ROLL.**
- **GOOD SEQUENCING:**

Good Demonstration

Whole Stroke attempt – if they get this, there is no need to do the last three

Part/Whole Method

Whole Stroke Repetition

Repeat Demonstration

Introduce Bilateral Breathing.

Lateral—stroke, breathe

Bilateral—stroke, stroke, breathe, repeat

3. Endurance

- Continue to use lap-swimming to increase endurance
- Add drills-
 - one arm drills
 - arms w/o legs
 - legs w/o arms

TREADING-SHALLOW AND DEEP

- Begin in the shallow water when introducing treading. Demonstrate how to move the hands and feet in the proper patterns (scissors, egg-beater-inverted breaststroke, and light flutter kicks).
- Keep mouth in easy access of the surface, emphasizing that there is no necessity of keeping the shoulders above the water. It is perfectly acceptable for the students to bob under water, then back up to the surface in a relaxed manner.

TO ADVANCE FROM STATION 5:

- 1. FRONT CRAWL 30 FEET W/MINIMUM OF 4 BREATHS (CHECK PERFORMANCE STANDARDS)**
- 2. BACKSTROKE FUNDAMENTALS (CHECK PERFORMANCE STANDARDS)**
- 3. TREAD 1 MINUTE**

STATION 6

BREASTSTROKE I/ BACK STROKE

Review: Side-bobs, Bobs, Dolphin kick, Front Crawl (w/breathing), Finning, Sculling and Backstroke

NEW SKILLS:

1. Begin Breaststroke Kick
2. Introduce Deep Water Traveling Bobs
3. Extended Front Crawl Swims
4. Tread Water –Shallow and Deep
Jump in the Deep and Tread
5. Diving
 - Rules
 - Sitting Dive
 - Kneeling Dive
 - Standing Dive

****At this station, we also want to increase endurance in both the front crawl and backstroke**

INSTRUCTION

When you begin, start with a good demonstration of the breaststroke as a whole then show just the kick.

Breakdown of Station 6

BREASTSTROKE KICK

1. Begin Breaststroke Kick

- Teach the kick beginning with land drills. Have the students concentrate on bringing the heels of the feet up to their bottom toes rotated outward and not bringing knees up under the body. If you have a bench, have the student lie on stomach and perform the kick. The next best way is to have the student practice the kick is to lie on the deck on a towel or mat. As a last resort, have the student lie on the pool deck with the legs hanging out over the water. A bench is the best possible choice, if it is available.
- The instructor should carefully manipulate the student's legs and feet to give the swimmer the feeling of the effective breaststroke kick.
- "Knees together, heels up to the bottom, kick back, down and around, squeeze legs together and lift towards the surface" Repeat this verbal sequence and have the students do the same. As they understand the details, shorten this verbal sequence to "Up, down, around, together". Repeat this phrase as they practice the kick on the bench/deck.
- Tell students that the kick will be followed by a glide in the water.
- Move to the water and practice the kick while bracketed on the wall. Do this only to get the feel of the motion of the kick. Move to a kickboard as soon as possible. Kicking on the side of the pool is not to be used for long practice times.
- If the student has difficulty kicking ***DOWN and around***, you may try adding an additional kickboard or two. This should help to lift the upper body and lower the hips, thus making it easier to kick ***"down and around"***.
- Smaller students may have difficulty due to high flotation in their legs and may need extra help with the manipulation of the legs.
- Doing the breaststroke kick while on the back may help swimmers to feel the correct positioning and push the water back effectively.

Be sure that you teach, that you emphasize the glide that follows the kick. Swim team folks will most likely not have the glide. Teach it to them, but do not require it to pass. Be sure they can at least demo it for 25 yards, before passing them out of this station.

2. Introduce Deep Water Travel Bobs

Bend knees going to the bottom of the pool, push off the bottom of the pool, bringing arms in a scooping motion behind the body, as you jump forward, bring arms forward, bend knees, push off bottom, scooping and jumping forward, continuing until you reach safety. Remind the student to use exchange breathing.

3. Front Crawl swim should be at least 100 yards by now.

Extended swimming is taught by using short swims interspersed with slightly longer swims, working up to a greater endurance. While increasing endurance, be certain you are constantly refining the technique of each student (concentrating on pulling patterns, length, width, depth) and a good relaxed recovery of the arm.

4. Diving

Do not forget to teach the rules for diving.

- **NO DIVING IN WATER LESS THAN 9 FEET DEEP.**
- **DIVE ONLY UNDER THE SUPERVISION OF AN INSTRUCTOR AND IN THE PRESENCE OF A LIFEGUARD.**

In teaching the diving sequence, remember the following:

- Inform your supervisor and be certain there is a guard covering the deep-water area.
- Be certain you have at least 9 feet of water. (Bradfield)
- Teach that the arms extend overhead, covering the ears and hands are clasped one on top of the other, as you streamline into the water, "punching" a hole in the water with your hands.
- Head should be tucked, chin to the chest as you arch out over and enter the water.
- Give a sequence to the students; ***Head is tucked with the chin to the chest, ears squeezed by the arms. Hands enter first, followed by the head, body, hips and legs.*** The kneeling dive will give the student the sensation of the hips following the body with the acceleration as they enter the water.
- Be certain that you explain the difference between "dive" and "jump in". Explain along with demonstrations in order to ensure the safety of every student.

- Emphasize the importance of students diving out and not straight down. Briefly warn them of the dangers of neck and back injuries if diving is done incorrectly.

ELEMENTARY BACKSTROKE

TO ADVANCE FROM STATION 6:

1. FRONT CRAWL –25 YARDS (CHECK PERFORMANCE STANDARDS)
2. BACKSTROKE-30 FEET (CHECK PERFORMANCE STANDARDS)
3. ELEMENTARY BACKSTROKE-30 FEET

STATION 7

BREASTSTROKE II

Review: Side-bobs, Deep-Water Bobs, Dolphin Kick, Roll Over, Front Crawl, Bilateral Breathing), and Backstroke Extended Swim, Tread.

NEW SKILLS:

1. Breaststroke Kick
2. Breaststroke Arms
3. Breaststroke Swim

INSTRUCTION

BREASTSTROKE ARMS

There are several different styles of arms and placements of body for the breaststroke. We will teach it as follows, but will accept other styles from a student who has learned a different style, as long as it propels them through the water in a graceful motion that is obviously breaststroke.

Breakdown of Station 7

BREASTSTROKE

- Begin with deck work. Begin with the hands directly out in front of the face as if in the glide position. Tell the student, “Push wide with palms facing out, then sweep the hands down and inward” Remember, that the pull of the breaststroke arms is more of a sculling motion or think of it as a “barrel scoop”.
- Practice the arms in the water in a float position, not adding the breaststroke kick yet. A kickboard may be used for support.
- Add the kick.
- Demo again.
- Emphasize that inhalation takes place at the natural height of the rise of the body out of the water. Exhalation takes place underwater and is explosive on the arm’s push into the glide position.
- Explain that the timing is the most difficult part of the breaststroke and that practice is the key to conquering it

Teach the timing of the breaststroke as follows:

“STREAMLINE, PULL TO BREATHE, KICK TO GLIDE”

- Swim the whole stroke

TO ADVANCE FROM STATION 7:

- SWIM FRONT CRAWL **50 YARDS**
- SWIM BACK STROKE **25 YARDS.**
- SWIM BREASTSTROKE **25 YARDS (NO PERFORMANCE STANDARDS)**
- ELEMENTARY BACKSTROKE-**25 YARDS**

STATIONS 8, 9, & 10

We will not spend a lot of time on Stations 8, 9, and 10. Experienced instructors will teach them and supervisors will be available to them, as well as supplemental materials for reference.

STATION 8

BUTTERFLY AND TURNS

Review: Deep-Water Bobs, Dolphin Kick, Front Crawl (bi-lateral /breathing), and Backstroke extended swim, Breaststroke, tread.

NEW SKILLS:

Butterfly Arms
Butterfly Swim
Turns- Open and Flip

Breaststroke – Accomplished and Extended Swim

TO ADVANCE:

FRONT CRAWL W/ BILATERAL BREATHING AND TURNS -100 YDS. (CHECK PERFORMANCE STANDARDS)
BREASTSTROKE - 50 YARDS (CHECK PERFORMANCE STANDARDS)
BUTTERFLY - 25 YARDS (CHECK PERFORMANCE STANDARDS)

STATION 9

LIFETIME STROKES

Review: Deep-Water Bobs, Butterfly, Breaststroke Front Crawl and Backstroke extended swim, tread.

NEW SKILLS:

Sidestroke Kick
Sidestroke Arms
Sidestroke Swim
Elementary Backstroke

TO ADVANCE:

FRONT CRAWL - 200 YARDS. (BILATERAL BREATHING –100 YARDS.) (CHECK PERFORMANCE STANDARDS)
BUTTERFLY - 25 YARDS. (CHECK PERFORMANCE STANDARDS)
BREASTSTROKE - 50 YARDS. (CHECK PERFORMANCE STANDARDS)
ELEMENTARY BACKSTROKE - 50 YARDS. (CHECK PERFORMANCE STANDARDS)
SIDESTROKE - 50 YARDS. (CHECK PERFORMANCE STANDARDS)

STATION 10

INDIVIDUAL MEDLEY

Review: Deep-Water Bobs, Butterfly, Sidestroke, Breaststroke Front Crawl and Backstroke Elementary Backstroke

1. Extended Swim- Endurance
2. Refinement of Technique in All Strokes

TO COMPLETE 10:

FRONT CRAWL - 300 YARDS W/BILATERAL BREATHING (CHECK PERFORMANCE STANDARDS)
BACKSTROKE - 100 YARDS BREASTSTROKE-100 YARDS (CHECK PERFORMANCE STANDARDS)
ELEMENTARY BACKSTROKE - 50 YARDS (CHECK PERFORMANCE STANDARDS)
BREASTSTROKE - 100 YARDS (CHECK PERFORMANCE STANDARDS)
INDIVIDUAL MEDLEY - 100 YARDS (CHECK PERFORMANCE STANDARDS)
BUTTERFLY- 25YARDS
BACKSTROKE- 25YARDS
BREASTSTROKE- 25YARDS
FRONT CRAWL- 25YARDS

ADDED TIPS FOR CLASS TIME

Before Class

Check children as they come through the gate (or during poster time, if it is not your turn to present the poster) for the following:

- Are they in a swimsuit?

- Is their hair out of their face?
- Do they have a towel?
- Any health issues? Rash, runny nose, coughing, etc.
- Instructors should not be bunched up at the gate as the children come in. Some should be checking names, some should be guiding to cones, and some should be at the cones. Your supervisor will instruct you on the exact procedure for your pool. Begin conversing with the kids even if they are not in your class. Make them feel comfortable and cared for.
- NEVER leave a child at the cones or gates without an instructor. Take the initiative and place them with you until their instructor can be located.

During Class

- Use students' names often
- Know where your students are at all times.
- Make eye contact with your students, removing or at least lifting your sunglasses when you are instructing them one on one.
- Watch your students for signs of being cold. Those signs could be shivering, teeth chattering, blue lips. Yes, it could happen, even when it is hot outside.

If they should exhibit any of these signs, please allow them to get out of the pool, get their towel, wrap themselves, cover their head and sit crisscross on the deck by the side of the class. As soon as they seem to have warmed up, allow them to get back into the pool. After class is over, always explain to a parent why their child was sitting out during class.

ADAPTED AQUATICS

It is good to begin by consulting with the parent to determine what level of learning you can expect from your student. There are many variables and they should be able to give you some direction. Find out how the student best learns. Are they a kinesthetic (by touch) learner, audio or visual learner?

There are several schools of thought when it comes to using aids and adapted equipment in a swimming or aquatics program dealing with special needs students. Some people feel it is more beneficial for students to feel and develop body control in the water without the use of any aids or equipment. They believe aids such as life jackets and flotation devices make it harder for a student to gain personal body control and learn to manage their movements in the water.

There is another school of thought, which believes that there is a health and safety benefit for workers in using equipment in the water. This is particularly true for students with physical disabilities who are older and often heavy to manage. Some students are difficult to hold (e.g. students with cerebral palsy can tend to have many extraneous movements which make their bodies more prone to rotating or slipping out of your hands when you are working with them). Inexperienced volunteers or aides often also find it easier (and safer!) to have the back up of a flotation device when working with a student with a physical disability as they have an opportunity to get used to their body movements.

Some students too, seem to gain great pleasure from the independent movement they obtain from moving in a flotation device without the help of anyone else. For some students, this is the only time in their week that they are able to move from one place to another without someone else taking them there. Imagine the pleasure and sense of independence this brings to a student with a severe disability! BE VIGILANT THOUGH! WE MUST KEEP OUR STUDENTS SAFE!

One of the most important things to remember in Adapted Aquatics is the uniqueness of your students. There is a variety of physical and mental considerations when teaching them a stroke. These all have to be considered when passing your student on a particular stroke. It may not look like the standards, but if it moves them through the water in

an efficient way, it is acceptable. Your supervisor will make the final determination, but you need to be flexible and patient with each student.

Teaching Adapted Aquatics can a very rewarding experience. Do not be afraid to come up with new ideas, run it by your supervisor, the parent, and then try it!!

Some common aids used in swimming include:

- life jackets
- swim rings
- pool noodles
- back pack style floats
- floating mats