ELLIS

JEFF ELLIS SWIMMING

JEFF ELLIS & ASSOCIATES

JES

ELLISEDUCATION
SERVICES
LEARN TO SWIM
PROGRAM

Fourth Edition, 2018

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Welcome

Congratulations on your decision to become a Jeff Ellis Swimming Program Coordinator. You join a select group of aquatic professionals dedicated to safe, effective, enjoyable swimming instruction. We welcome you.

Jeff Ellis & Associates, Inc

Jeff Ellis and Associates, Inc (E&A) is the worldwide leader in aquatic safety, risk management services, and educational programs serving recreational waterpark facilities, public swimming pools, resorts, pool management companies, educational institutions, and health clubs. E&A has been on the cutting edge, setting standards in the aquatic industry through documented, proven rescue technologies, curriculum, and efforts that proactively eliminate facility drownings and other serious aquatic incidents.

Through its *International Lifeguard Training Program* ™, E&A trains, licenses / certifies over 45,000 lifeguards annually, and has been credited with revolutionizing lifeguarding by the World Waterpark Association, International Association of Amusement Parks and Attractions, and the National Safety Council. Through our aquatic risk prevention efforts a new level of safety is embraced and implemented by lifeguards and aquatic supervisors worldwide. Through our swimming program, Jeff Ellis Swimming (JES), facilities worldwide can deliver a high quality, low cost learn-to-swim program for children of varying ages and abilities.

Jeff Ellis Management, LLC

Jeff Ellis Management, LLC (JEM) is an all-in-one aquatic facility management service that has been adopted by facilities throughout the world. The quality of our service is recognized by city and county governmental entities, insurance companies, and medical professionals, enabling us to rapidly become a leader in aquatic management. JEM's turn-key facility management program holds lifeguards and supervisors to the same standards of paramount safety as delivered through E&A's *International Lifeguard Training Program* ™, but also provides services addressing human resources, facility protocols, aquatic programming, pool regulatory compliance, maintenance, facility rentals, and hospitality services.

IACET CONTINUING EDUCATION

The International Association for Continuing Education and Training (IACET) is a nonprofit association dedicated to quality continuing education and training programs. IACET is the only standard-setting organization approved by the American National Standards Institute (ANSI) for continuing education and training. The ANSI/IACET Standard is the core of thousands of educational programs worldwide.

Ellis & Associates is pleased to be an authorized provider of IACET. This prestigious accreditation demonstrates our commitment to high-quality lifelong learning and high standards for all of our programs. We are proud of our education programs, which reach thousands of aquatic safety, supervisory, and healthcare professionals each year, helping to broaden their skills so that they remain on the cutting edge of education.

Praesidium is the national leader in abuse risk management. Jeff Ellis and Associates has trusted Praesidium to design and implement custom abuse prevention services.

Acknowledgments

About This Manual

The JES program coordinator manual is designed to help you to train swim instructors and establish your local swimming program. The manual is broken into two main parts:

- JES Swim Instructor Training

- JES Program Coordinator Administration

Though this manual is comprehensive, additional information is likely needed to meet the needs of each local facility. Units contains the following elements:

Learning Outcomes – Read over these learning outcomes before teaching your swim instructors so you know what should be taken away from the section. By asking questions at the end of each section you can evaluate if the outcomes were met.

Facility – The facility section tells you where the lesson should be taking place, either in a classroom or in the water. Some sections can take place both in and out of the water.

Equipment and Supplies – The type of equipment or supplies needed for each section is listed here. However, you can always add to the equipment or supplies to better suit your needs.

Key Points – Every section includes key points that need to be covered. These points will need to be elaborated on when conducting swim instructor training. Cover any changes or additions you might be making to each section to suit your facility's needs.

Activity – Some sections include activities to go along with the lesson. The activities should be used in conjunction with discussions to better illustrate a particular lesson.

PART 1: JES SWIM INSTRUCTOR TRAINING

Swim Instructor Training Topics

The following general topics must be covered when teaching the swim instructor course. The units that follow address these topics. A detailed sample course outline for teaching new swim instructor candidates appears in Appendix B:

√ Introductions
√ Swim Program Philosophy and Roles
√ Requirements and Responsibilities
√ Local facility policies, procedures, and expectations
√ Program Goals and Standards
√ Swimming Levels and Safety
√ Skill Demonstrations for Each Level
√ Program Organization
√ Communication with Parents and Participants
√ 5 Step Approach to Effective Teaching
√ Teaching Techniques and Tips
√ Interacting with Participants and Personality Types
√ Equipment, Games, and Songs
√ In-Service Training
√ Organizing Swim Lessons
√ Providing Feedback
√ Lesson Planning
√ Delivering lessons

Unit 1: Program Philosophy and Roles

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Discuss the key component of the Jeff Ellis Swimming (JES) program.
2. Identify what it takes to be a successful swim instructor.

Facility: Classroom
Equipment and Supplies: Swim instructor manual; swim instructor course outline

Course Introduction:

Introduction
1. Introduce yourself and welcome all swim instructor candidates to the course.
2. Ask candidates to introduce themselves, including any background they have in teaching swimming.

Facility Orientation
1. Show candidates where the restrooms, pool, vending machines, and water fountain are located.
2. Explain that there will be breaks provided throughout the class, but it is fine if a candidate needs to leave class to use the restroom or respond to an emergency call.

JES Instructor Manual
1. Make sure that all candidates have a copy of the swim instructor manual in the class. The manual was issued in digital form, but candidates could print out their copy if they desire. Regardless of digital or print form.

Course Outline
1. If not previously provided, hand out copies of the swim instructor course outline, and discuss specific activities and classroom and pool times for each unit. See Appendix B for example.

Key Points:

Program Philosophy

- A key component of the Jeff Ellis Swimming (JES) program is flexibility.
- JES is designed to permit flexibility to benefit local providers while also maintaining a national identity and program quality and safety.
- JES does not believe that a person has to possess advanced competitive aquatic skills, attend countless hours of instructor training, or collect a library of textbooks to be a successful swim instructor.
- A successful swim instructor must enjoy working with children while maintaining a safe learning environment.
- JES uses an objective-driven approach to maximize learning.
- JES believes that children learn best when having fun and engaging in hands-on experiences in a safe environment.

Roles

- JES administrative procedures streamline operational duties and limit paperwork and other time-consuming tasks.
- Program Coordinators are the local facility representatives leading the JES program.
- Swim Instructors work under the guidance of Program Coordinators and deliver the Learn – to – Swim program for participants of all ages.
- E&A and JEM client managers support the needs of all facility program coordinator and swim instructor needs.

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Unit 2: Requirements and Responsibilities

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Identify the requirements and responsibilities of a program coordinator and swim instructor.
2. Discuss the role of parents in the JES Program and how to interact with parents.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points

Program Coordinator Requirements

- Must be at least 18 years of age.
- Possess a valid CPR and First Aid certification issued by a nationally recognized service provider.
- Demonstrate maturity and willingness to accept responsibility for the facility's swim program.
- Be able to demonstrate each of the following strokes:
  - Front Crawl (Freestyle)
  - Backstroke
  - Sidestroke
  - Breaststroke
  - Elementary Backstroke
  - Butterfly

- Safety and Administrative Responsibilities of the Program Coordinator:
  - Provide oversight for all swim lessons taught at the facility.
  - Maintain safety for all swim lesson participants.
  - Ensure that JES procedures are adhered to during swim lessons.
  - Ensure an appropriate lifeguard(s) is/are present for the safety of participants and instructors during swim lessons.
  - Review with swim instructors the specific facility policies, procedures, and expectations for conducting swim lessons (See Part 2: Program Coordinator Administration)
  - Ensure that all JES Instructors maintain a valid CPR and First Aid credential issued by a nationally recognized training organization.
  - Verify that the facility hosting swim lessons has CPR and First Aid equipment required for lifeguards (in accordance with their lifeguard training) readily available in the event of an emergency.
  - Ensure that all swim lessons are taught by authorized JES Instructors
  - Ensure that class sizes do not exceed the ratio of 1 instructor per 10 participants. The Water Exploration and Safety level requires one adult to be in the water with each child. Younger, less experienced children such as those completing the Beginner level can benefit from working in smaller groups (e.g. ratio of 1:6).
  - Provide adequate supervision of participants attending swimming lessons including deck, showers, and locker room areas.
  - Be physically present at the pool during swim lessons.

- Interact with parents to answer their questions and so they are not interrupting class and trying to speak with swim instructors during lessons.
- Communicate the JES program philosophy and objectives to parents in advance of any swimming lessons. This could be accomplished through a letter and FAQs, or a brief informational meeting.
- Oversee issuance of any parent surveys, progress reports, and skill cards. At the end of each session every child should receive a skill card from their instructor indicating if the level has been passed or if it needs to be repeated.

- Teaching Responsibilities of the Program Coordinator:
  - Train new JES swim instructor candidates, and monitor the teaching ability of current swim instructors, providing appropriate feedback and remediation as necessary.
  - Motivate swim instructor candidates to learn the skills and gain the knowledge to become successful swim instructors.
  - Provide credentials to swim instructor candidates who complete all aspects of the swim instructor course.

Swim Instructor Requirements and Responsibilities

- Candidates must be 15 years of age or older at the time of enrollment to any JES Instructor class.
- Candidates must be able to perform and properly demonstrate all strokes (25 yards each stroke) and skills included in the course level for which they seek teaching authorization.
- Instructors must be mature, sincerely enjoy teaching, and be comfortable in the company of children.
- Convey a professional demeanor that is both caring and calming to children.
- Possess personal motivational skills that positively encourage children to explore and learn.
- Exhibit maturity deemed appropriate to serve as a positive role model for children.
- Maintain safety for all swim lesson participants.
- Interact with parents to answer their questions following lessons.
- Possess a current CPR and First Aid credential issued by a nationally recognized training organization.

Interacting with Parents

- Program coordinators (preferably with swim instructors present) are encouraged to conduct a brief informational meeting with parents prior to the start of swimming classes to convey the program philosophy and objectives.
    - Use this meeting to discuss ways parents can help their children safely practice skills outside of the lesson and to provide advice on positive parental behavior when observing their children in a swim lesson.
    - Parents can play an important role in the overall process of teaching swimming to their children.
    - JES encourages parents to observe and support their children during all swim lessons.
    - Properly educated parents provide a positive influence that enhances learning and accelerates success.
    - A successful swimming program is largely dependent upon communication that helps to establish a welcomed partnership between the program coordinator, swim instructor, student, and parent.

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Unit 3: Program Goals and Standards

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Discuss the JES Swim Instructor training standards.
2. Describe the goal of swim instructor training and how this goal also applies to swimming lessons.
3. Explain the ways that individuals can become Swim Instructors

Facility: Classroom
Equipment and Supplies: Swim instructor manual; swim instructor course outline

Key Points:

The Goal of Swim Instructor and Swim Lesson Training

- The goal of swim instructor training is to a simple, fun learning environment that meets the desired learning outcomes to produce quality instructors.
- During the swim instructor course as well as Learn-to-Swim lessons:
  ○ Emphasize basic teaching fundamentals and do not try to provide too much information.
  ○ Focus efforts on hands-on activities in the water.
  ○ Be a good communicator with participants to keep classes interesting and participants engaged.
  ○ Use a wide range of games and other activities as appropriate.
  ○ Provide direction and demonstration of skills prior to participant performance.
  ○ Provide positive feedback to participants following the performance of any skills.
  ○ Explain that swim instructor candidates are expected to come up with ideas for games and ways to teach skills that can keep participants from getting bored and burned out.
  ○ Reinforce that in-service trainings provide a forum for the exchange of new ideas and activities among instructors to help them keep swim lessons fresh and exciting.

JES Swim Instructor Standards

- Swim instructor candidates must first complete the online Train-the-Trainer course (approx. 90 min).
- Swim Instructor classes (classroom and water) can vary between four (4) and twelve (12) hours based on the experience of the candidates and class size.
- Program coordinators can design their own site-specific swim instructor training classes, but such training designs must fall within the following JES national standards:
    - All instructor candidates must be 15 years of age or older to enroll and participate in a JES instructor training course.
    - All swim instructor candidates must be able to perform all the strokes and skills associated with the swimming levels for which they seek certification to teach.
    - All instructor candidates must possess a valid certificate from a nationally recognized training agency for CPR and First Aid certification.
    - The maximum teaching ratio for conducting a JES swim instructor course is fifteen (15) swim instructor candidates to one (1) program coordinator.
    - A lifeguard must be in position to provide protection during in-water training.
    - Instructor candidates must possess personal qualities that will allow them to convey a professional image, a sincere enjoyment of children, and enthusiasm for teaching others to swim.
    - It remains the exclusive responsibility of the program coordinator to determine each instructor candidate's suitability prior to certifying any JES Instructor.

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Unit 4: Swimming Levels and Safety

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Describe each level in the JES program.
2. Understand swim instructor positions in each level for effective teaching and to maintain safety.
3. Explain the strokes and skills in each level.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:
WATER EXPLORATION

Water Exploration and Safety Level Overview

- Jeff Ellis Swimming follows the recommendation of the American Academy of Pediatrics regarding lessons for children under the age of 1. The American Academy of Pediatrics (AAP) does not recommend formal swim programs for children under the age of 1.
- This level is an introduction to water safety and basic water skills for both parent and child. The Water Exploration and Safety lesson is meant to allow the child to explore the water in a supervised and fun environment with the guidance of the swim instructor and parent.
- A parent or guardian must be in the water with the child.
- The swim instructor will demonstrate the correct technique for assisting and what you want the child to achieve.
- The swim instructor will interact with the parent and the child. Give feedback to both the parent and the child.
- The swim instructor must be prepared to address questions from the parents, and provide toys, songs, and games.
- Repetition is the key to success
    - Children at this age find repetition calming and helps them feel more secure and in control.
    - Children need the routine to build confidence and feel secure in their environment.
    - Every lesson will be very similar which is beneficial in creating this optimal environment.

Water Exploration and Safety Level Skills

Bubbles

Participants should demonstrate blowing bubbles with the support and assistance from parents and/or swim instructor. Start with bubbles on the surface of the water and work toward performing bubbles with the nose and mouth in the water when the student is ready.

Teaching Tips:
- Do not force the student underwater.
- Have the parent hold the child face to face to demonstrate blowing bubbles.
- Use games and songs like "Ring Around the Rosie" or "Motorboat."

Water over the Head

Parents should work on pouring water over the student's head using a watering can or something that lets the water run over participants' heads slowly.

Teaching Tips:
- Start with pouring water over the arms and legs.
- Parents allow children to pour water over their heads and then over their own heads.
- Make sure whatever is being used to pour water over the head does not just dump the water on the student but sprinkles the water over the head.

Putting Face in the Water

Participants should work on putting their faces in the water when they are ready. While in the water, parents should encourage participants to blow bubbles.

Teaching Tips:
- Do not force children to put their faces in the water. Wait until they are ready and comfortable.
- Allowing water to slowly run over the head is a good start.
- Try putting one part of the face in the water at a time, such as the chin or a cheek.

Front Float Position

Parents should assist children in the front float position by either holding under their armpits or having the child hold parents' shoulders while supported at the waist or armpits. Children should be encouraged to blow bubbles and put their faces in the water if they are ready.

Teaching Tips:
- Work with parents to make sure they are properly assisting the children. Hold under the armpits with thumbs on the chest. Tilt so the chin is in the water and feet are out behind. Give a cue to start blowing bubbles like "1, 2, 3." Parents should be blowing bubbles while they are face to face to demonstrate.
- If they are not ready for bubbles or putting their faces in the water, have them just put their chins in the water.

Back Float Position

The parent should assist the child in the back float position. Child places head on parent's shoulder or parent supports child behind the neck and back; it will depend on how comfortable the child is.

Teaching Tips:
- Work with parents to make sure they are properly assisting children. Go over the different levels of support with the parents.
- It is important that parents do not move through the different levels of support until the children are comfortable and able to relax, staying in that position for a few seconds. If a parent moves to a different position and the child is not comfortable or willing to go into the back float position, return to the previous support position.

Flipping Front to Back and Back to Front

      The parent should assist the child in going from the front float position to the back float position and then back to the front float position. The parent can assist the child by using the under-the-armpit assist position for the front float and then turning the child on to the back. Depending on the child, the parent might need to place the child's head on the shoulder; the parent can then flip the child back on to the stomach and help to the side of the pool.

Teaching Tips:
- Work with parents to make sure they are able to assist correctly moving into the different positions.
- The song "I'm a Little Pancake" is good to use for this activity.
- When parents help the children to the side of the pool after flipping back over, parents should encourage children to grab the side of the pool on their own and work on exiting the pool.

Kicking Movement

Parents should assist children while kicking in the front float and back float positions. Parents might have to move children's legs in the kicking motion at first.

Teaching Tips:
- When in the front float position, children can hold on to parents' shoulders while parents move the children's legs in the kicking motion. For the back float position, parents can do the same thing while the children's heads are on their shoulders.
- "Motorboat" is a good song to practice their kicking.

Arm Movement

Parents should assist children with the arm movement while in the front float position if possible. If a child is not ready to add the arm movement to the front float position then the parent can assist the child while seated on the stairs, walking in the water, or on the side of the pool.

Teaching Tips:
- If a child is ready to add the arm movement to the front float position, the parent can support at the waist while the child moves the arms. Use fun terms for the arm movement like ice cream scoops or diggers. You can use a toy for the child to do the arm movement toward and then grab the toy.
- If a child is not ready to add the arms to the front float position then start by sitting on the stairs on side of the pool while the parent moves the arms. If there is an area the child can walk in (waist- to chest-deep water), walk while moving the arms. The parent can use a toy for the child to walk toward, moving the arms to get.

Assisted Jumping into the Pool

Parents should assist the children if they are ready to jump into the pool. Children should not be forced to jump in and should only do this when ready.

Teaching Tips:
- Make sure the parent is giving a cue before the child jumps in, and it is the same cue each time. Examples of cues are counting down, saying "Ready, set, go," or having the child ask permission before jumping.
- The parent can start by lifting the child in to the water from under the armpits if the child is not quite ready to jump in. If the child is comfortable with that, then the parent can hold both hands while the child jumps in. The parent should make sure that the child blows bubbles when jumping in if the head goes under water.

Lifejackets

The swim instructor should work with the parents to go over the correct fit of the lifejacket for each child. Parents can assist the children in the water while they are wearing the lifejackets. Allow children to explore the pool while wearing the lifejackets.

Teaching Tips:
- The lifejacket should be snug but comfortable. All clips or buckles should be fastened leaving no loose straps. To see if the lifejacket fits the child, have the parent pull up on the shoulders of the lifejacket. The lifejacket should not go above the chin and ears.
- If the children are comfortable, allow them to jump into the water wearing the lifejacket. If they are not comfortable jumping, then have them get in to the water from the steps or side with assistance from the parents. While in the water, children can go in to the front float and back float positions and try kicking. Make sure parents stay close to their children and are assisting in exploration.

Water Safety

The swim instructor should go over safety rules with the parents and children about not only pool rules but also water safety at home. The instructor should include safety for all bodies of water, including their own pools, lakes, oceans, and even bathtubs.

Teaching Tips:
- Go over the WATERSMART rules with the parents and children. Each facility will also have its own specific rules, so go over those rules as well. The swim instructor can do a safety rule a day or your facility might choose to have a specific safety day. It is always important to reinforce safety rules in every lesson. Remember repetition is key.
- The swim instructor should also go over water safety at home which could be personal pools, bathtubs, lakes, oceans, any other bodies of water, or boating.

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PRESCHOOL LEVEL

Preschool Level Overview

- In preschool there is an option to teach the lesson with or without a parent. The skills remain the same if the parent is in the water or not.
- The program coordinator has the ability to decide which type of preschool class the individual facility will conduct.
- Using parents in the preschool class:
  - When teaching the preschool with parent in class, swim instructors need to involve the parents in the class.
  - The parent is there to assist with the swim lessons so swim instructors need to use them.
  - The swim instructor should demonstrate for the parents how to hold the child while doing the different skills.
    - Demonstrate for everyone with one child and then go around and give feedback to all the parents and participants while they practice the skill.
  - The swim instructor should be in the water at all times with the preschool class if parents are present or not.
  - This level is perfect for using songs and games to get the participants to participate, learn, and practice skills.
  - Even though the parents are in the class, the swim instructor needs to keep control of the lesson and take charge of what is going on.
  - The lesson should still be very organized and not turn into a free-for-all where all attendees are doing their own thing.

Preschool Level Skills

Submerge Face

The student must demonstrate the ability to comfortably submerge the face beneath the water's surface for at least five seconds with the support and assistance of either the swim instructor or parent.

Teaching Tips:
- Never force the children to submerge their faces.
- Use fun activities/games to introduce the skill.
- Position yourself in front of the participants to assist with the skill.
- Make sure the participants are blowing bubbles when going under water.

Bobbing

The student must demonstrate the ability to simultaneously blow bubbles from the nose and mouth while bobbing up and down in the water. The student should be completely submerged underwater when blowing from the nose and mouth. The swim instructor or parent should provide support and assistance.

Teaching Tips:
- Bobbing should be done while participants are holding on to the wall.
- Start out slow with two or three bobs in a row.
- Make sure the student is blowing bubbles when going under water.
- If participants are having problems blowing bubbles from their noses have them hum underwater. This will cause air to come from the nose.

Jumping into the Water

      The student must demonstrate the ability to confidently without hesitation jump into chest-deep or deeper water with the support and assistance of either the instructor or parent.

Teaching Tips:
- Give the student a cue before jumping into the water. For example, student must ask permission or the swim instructor says 1,2,3, Jump.
- Jumping can be done as the initial activity to get into the water or as a last activity before class is over.
- Make sure the participants understand they need to jump straight out away from the wall and feet first.
- Use a target such as a hoop for them to jump into to help with understanding how they should jump.

Front Float

      The student must demonstrate the ability to comfortably perform a front float in chest deep or deeper water for at least five seconds with the support and assistance of either the instructor or parent.

Teaching Tips:
- Body position is very important for this skill. The body should be in a horizontal position.
- To assist with this you should be in front of the child holding the child's hands out straight.
- Put rings or other toys on the bottom of the pool for the participants to look at while they are floating. This will help them focus on looking down, which will help their body position.

Back Float

The student must demonstrate the ability to comfortably perform a back float in chest-deep or deeper water for at least five seconds with the support and assistance from the parent.

Teaching Tips:
- Body position is very important for this skill. The body should be in a horizontal position.
- To assist with this skill you should be behind the student and hold from under the head or neck. Never stand to the side of the student to assist.
- Make sure heads are back and participants are looking at the sky/ceiling.
- Have participants sing a song while on their backs to make them relax and think about something else. "Twinkle Twinkle Little Star," "Row Your Boat," and the "ABC Song" are all good ones for this age.

Front Crawl Arms

Participants must demonstrate the ability to perform a front crawl arm stroke to efficiently propel their bodies through the water for a distance of 10 feet without support or assistance.

Teaching Tips:
- Front crawl arms can be explored while doing a water walk or practiced sitting on the side. A water walk is when the participants are in chest-deep water walking while moving their arms in the front crawl motion.
- Use words like puppy paws or ice cream scoops to describe the arms.
- To assist with this skill you can place a hand on either side of the student's waist.
- Try to have the participants put their faces in the water or blow bubbles to help maintain the correct body position.

Front Glide

The student must demonstrate the ability to comfortably perform a front glide in chest-deep or deeper water for a distance of five feet without support or assistance.

Teaching Tips:
- Have the student start from the wall to push off into the glide.
- To assist with this skill hold on to the student's hand while student pushes from the wall. Make sure to stay in front.
- Participants need to have their faces in the water to maintain correct body position.
- Describe the glide as a torpedo, rocket ship, or superman to help the participants understand the concept.

Back Glide

The student must demonstrate the ability to comfortably perform a back glide in chest deep or deeper water for a distance of five feet without support or assistance.

Teaching Tips:
- Have participants start by facing the wall and pushing off into the glide.
- To assist, place your hand under the head or neck of the student while at the wall about to push off.
- Make sure the body position is correct for the glide.
- When the participants are on the wall tell them to get in a frog position and then jump (push) off the wall into the glide position. Make sure the participants are starting with their heads lying back in the water.

Front Glide with Kick

The student must demonstrate the ability to comfortably perform a front glide with flutter kick in chest-deep or deeper water for a distance of 10 feet without support or assistance.

Teaching Tips:
- Student should start the front glide and then add the flutter kick.
- To assist stay out in front of the student and hold on to student's hands.
- Make sure the student is using the whole leg when kicking and not just making huge splashes.

Back Glide with Kick

The student must demonstrate the ability to comfortably perform a back glide with flutter kick in chest-deep or deeper water for a distance of 10 feet without support or assistance.

Teaching Tips:
- Participants should start the back glide and then add the flutter kick.
- To assist stay behind the student with a hand on the neck or back of the head.
- When kicking make sure the student's legs and knees are not coming all the way out of the water. This looks similar to riding a bicycle.
- Have them point the toes like a ballerina or like preparing to kick a soccer ball to help them have the correct kicking form.

Front Crawl

The student must demonstrate the ability to comfortably perform the combined front crawl in chest-deep or deeper water for a distance of 20 feet.

Teaching Tips:
- Participants should start from the wall with a glide and then add the arms and legs.
- Make sure to stay within arm's reach when they are practicing this skill.
- To assist with this skill you can place a hand on either side of the student's waist.
- Make sure the participants have the correct body position; they are putting their faces in the water and blowing bubbles.

Elementary Backstroke

The student must demonstrate the ability to confidently perform the elementary backstroke for a distance of 20 feet.

Teaching Tips:
- Have participants start out of the water to practice the arm and leg movements for the stroke.
- Need to start in a glide position from the wall. Legs should be straight and together. Arms should be straight down by the side.
- To assist hold the back of the head or neck.
- Describe the stroke as monkey–airplane–soldier or chicken–airplane–soldier. Have the kids say this while they are doing the stroke. Monkey and chicken describe the movement of the hands up the sides to the armpit and the legs being bent at the knees. Airplane describes the second movement of the arms when they are straight out away from the body and the legs go out in opposite directions. Soldier describes the arms when they are down by the side of the body and the legs come back together to finish the kick and propel the student through the water.
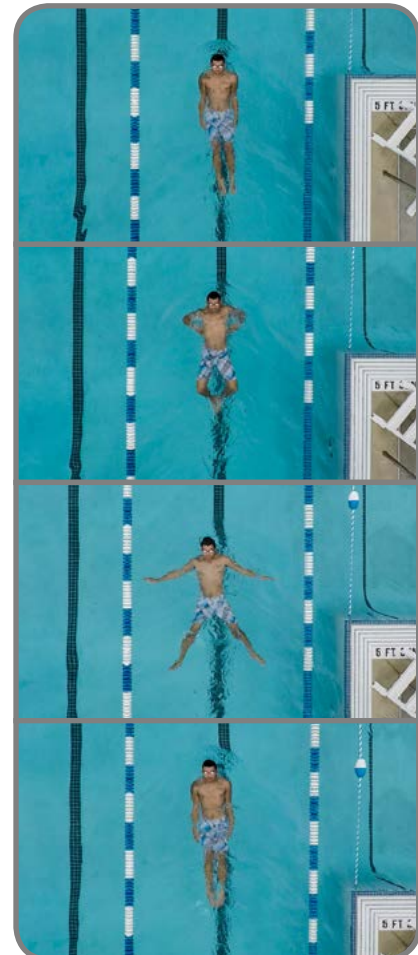
Safety Swim

The student must demonstrate the ability to comfortably perform a safety swim by jumping into chest-deep or deeper water and using a combination of the front crawl and elementary backstroke for a distance of 25 yards.

Teaching Tips:
- Make sure to stay within arm's reach at all times.
- Have the participants jump in and swim their front crawl and then turn over on their backs to swim their elementary backstroke.

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BEGINNER LEVEL

Beginner Level Overview
- This level has similar skills to the preschool level but pushes the participants to do more on their own and unassisted.
- The instructor position in this level is in the water within arm's reach of all participants.
- During demonstrations for this level all participants should be positioned on deck where they can see what is being demonstrated.

Beginner Level Skills

Submerge Face

The student must demonstrate the ability to comfortably submerge face beneath the water's surface for a period of at least ten seconds.

Teaching Tips:
- This skill can be done by having the student jump into the water and stay under for a few seconds.
- Participants can also do this skill while going underwater to retrieve a toy.

Bobbing

The student must demonstrate the ability to simultaneously blow bubbles from the nose and mouth while bobbing up and down (underwater) in chest-deep or deeper water.

Teaching Tips:
- Bobbing can be done as a warm up drill while holding on to the side of the pool.
- Make sure the participants are blowing the air out each time they go under water. This skill will transfer to rhythmic breathing later on.

Jumping

The student must demonstrate the ability to confidently jump into chest-deep or deeper water under the close supervision of the swim instructor and swim back to the side of the pool.

Teaching Tips:
- Make sure the participants jump straight out away from the side and feet first.
- After jumping in have them turn around and swim back to the side of the pool.

Front Float

The student must demonstrate the ability to confidently perform a front float for 10 seconds under the close supervision of the swim instructor.

Teaching Tips:
- Body position is very important for this skill. The body should be in a horizontal position.
- Put rings or other toys on the bottom of the pool for the participants to look at while they are floating. This will help them focus on looking down, which will help their body position.

Front Glide

The student must demonstrate the ability to confidently perform a front glide for a distance of 10 feet under the supervision of the swim instructor.

Teaching Tips:
- Have the student start from the wall to push off into the glide with the face in the water and arms out in front of the body to maintain correct streamlined body position.
- To assist with this skill hold on to one hand while the student pushes from the wall and places the other hand on top of the first one. The swim instructor can sandwich the student's hands while pulling from the wall.
- Describe the glide as a torpedo, rocket ship, or superman to help them understand the concept.

Back Float

The student must demonstrate the ability to confidently perform a back float for 10 seconds under close supervision of the swim instructor.

Teaching Tips:
- Body position is very important for this skill. The body should be in a horizontal position.
- To assist with this skill you should be behind the student and hold under the head or neck. Never stand to the side of the student to assist.
- Make sure heads are back and participants are looking at the sky or ceiling.
- Have them sing a song while on their backs to make them relax and think about something else. "Twinkle, Twinkle Little Star," "Row Your Boat," and the "ABC Song" are good ones for the younger participants.

Back Glide

The student must demonstrate the ability to confidently perform a back glide for a distance of 10 feet under close supervision of the swim instructor.

Teaching Tips:
- Have participants start by facing the wall and pushing off into the glide.
- When at the wall tell participants to get in a frog position and then jump off the wall into the glide position.
- Make sure participants have good body position in the glide.

Front Glide with Kick

The student must demonstrate the ability to confidently perform a front glide with flutter kick for a distance of 20 feet under close supervision of the swim instructor.

Teaching Tips:
- Participants should start the front glide and then add the flutter kick.
- Make sure the student is using the whole leg when kicking and not just making huge splashes with bent knees.
- Kickboards can be useful for practicing the flutter kick.

Back Glide with Kick

The student must demonstrate the ability to confidently perform a back glide with flutter kick for a distance of 20 feet under close supervision of the swim instructor.

Teaching Tips:
- Participants should start the back glide and then add the flutter kick.
- When kicking make sure their legs or knees are not coming all the way out of the water.
- Have them point their toes like a ballerina or like their toes are playing peek a boo.
- Kickboards can be useful to practice kicking while on their backs.

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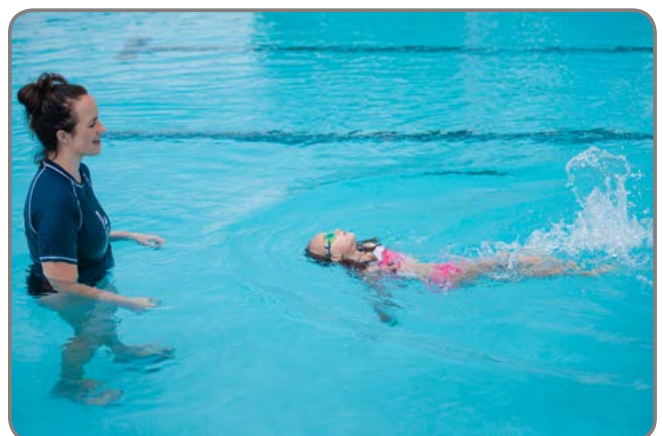
Front Crawl Arms

The student must demonstrate the ability to confidently perform a front crawl arm stroke with face in the water. The student may breathe when necessary, but the face should otherwise remain in the water.

Teaching Tips:
- Participants should be extending their arms out of the water and getting their elbows out of the water.
- Barbells can be used to practice getting the arms all the way out of the water with the elbow high. To assist with the barbell stand out in front and hold the outside edges.
- The student's face should be in the water blowing air out while the face is submerged.

Elementary Backstroke

The student must demonstrate the ability to confidently perform the elementary backstroke for a distance of 25 yards.

Teaching Tips:
- Participants should push off from the side of the pool to start the stroke.
- Make sure they have correct body position for the stroke.
- Use Monkey-Airplane-Soldier or Chicken-Airplane-Soldier to describe the movements of the arms and legs.
- Work on the timing with them to make sure they are including the glide.
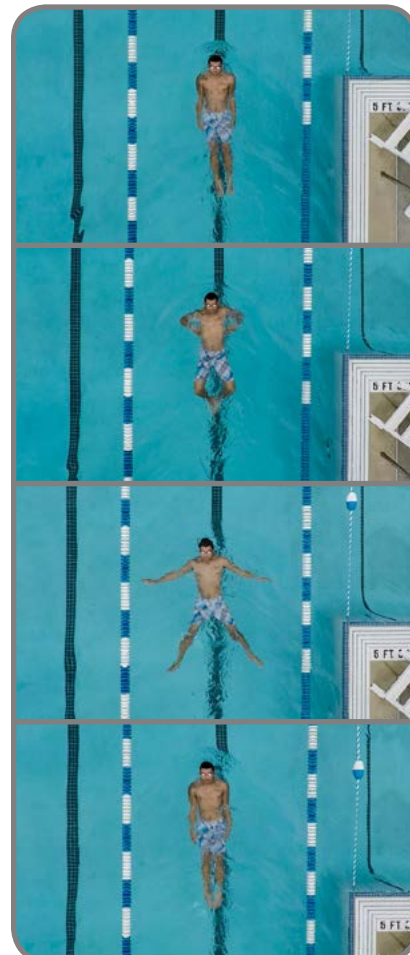
Front Crawl

The student must demonstrate the ability to confidently perform the front crawl for a distance of 25 yards. The student's face should remain submerged except during breathing attempts.

Teaching Tips:
- Remain within arm's reach to provide encouragement and feedback to the student.
- Start out with a shorter distance and work up to the 25 yards.
- Use practice drills to work on stroke proficiency and endurance.
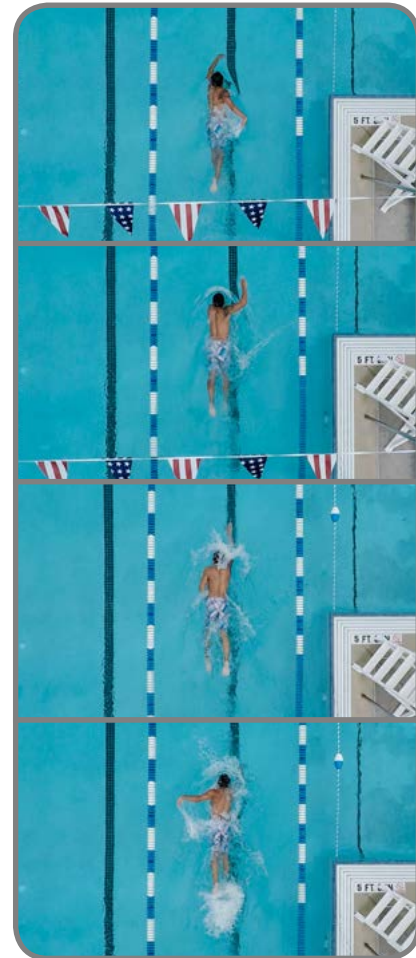
Backstroke

The student must demonstrate the ability to confidently perform the backstroke for a distance of 25 yards.

Teaching Tips:
- Participants should start from the wall with a back glide then add the arms and flutter kick.
- Have participants practice the arm movements while out of the water so you can monitor correct position and understanding.
- Describe the arm movement: The thumb comes out of the water, the hand turns so the palm faces out, and the pinky enters the water first to finish the stroke.
- Demonstrate the stroke for them and ask questions about the stroke.
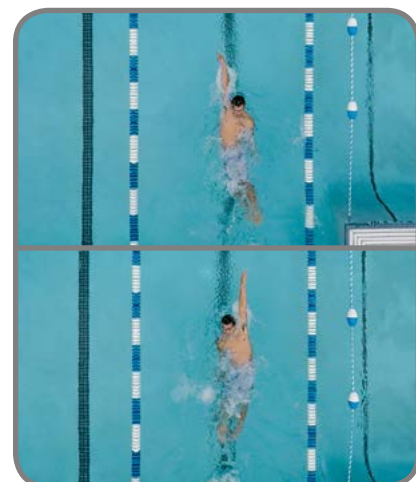
Introduction of Breaststroke

　　The student must demonstrate the ability to confidently perform the arms and kick for the breaststroke. The timing to the stroke does not need to be exact at this point.

Teaching Tips:
- Demonstrate the arms and kick separately and then have the student practice each component.
- Kickboards can be used to work on the breaststroke kick.
- Noodles or pull buoys can be used to work on the breaststroke arms.
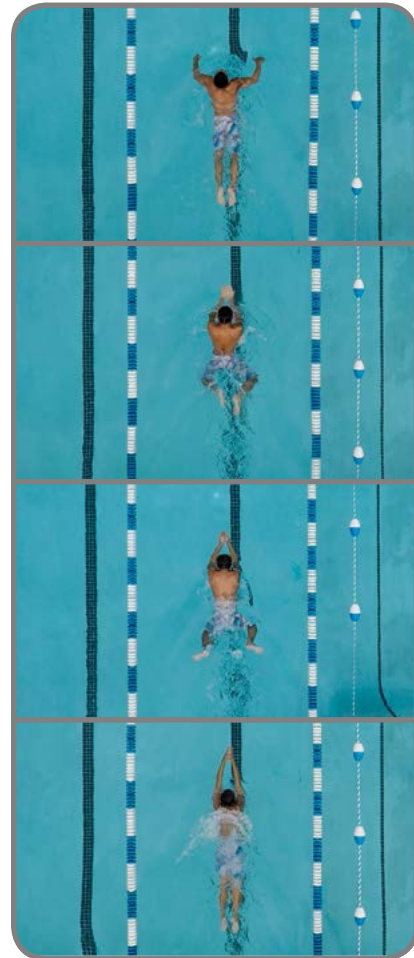
Combined Swim Exam

　　The student must confidently swim 25 yards of the front crawl, backstroke, and elementary backstroke. During the front crawl the head should remain in the water except during attempts to breathe. This should be completed without assistance from the instructor.

Teaching Tip:
- Stay within arm's reach while the participants perform their swim exam.

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ADVANCED BEGINNER LEVEL

Advanced Beginner Level Overview

- In this level the distances increase and new strokes and skills are introduced.

Advanced Beginner Level Skills

Submerge Face

Participants must demonstrate the ability to confidently submerge their faces underwater for a period of at least 15 seconds.

Teaching Tips:
- You can still do jumping activities or have them swim a distance underwater.
- Game ideas for this skill could be retrieving diving sticks or rings.

Bobbing

The student must demonstrate the ability to simultaneously blow bubbles from the nose and mouth while bobbing up and down in the water.

Teaching Tips:
- Increase the number of bobs that the participants are doing with each class.
- Try doing a traveling bob instead of having them on the wall.
- It is very important the participants are blowing their air out while underwater.

Jumping

The student must demonstrate the ability to confidently jump into chest-deep or deeper water under the supervision of the instructor and swim to the side of the pool using the front crawl.

Teaching Tips:
- At this level jumping can be used as water entry for other skills.
- Participants can jump in, come up, and swim a stroke for a certain distance.
- Participants need to know how to level off after jumping in.
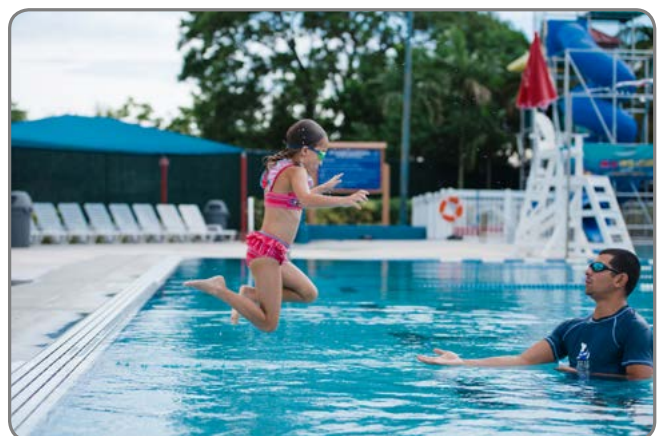
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Front Float

The student must demonstrate the ability to confidently perform a front float for 10 seconds under the supervision of the swim instructor.

Teaching Tips:
- At this level all participants should be doing a front float without any assistance from the instructor.

Front Glide

The student must demonstrate the ability to confidently perform a front glide for a distance of 15 feet under supervision of the swim instructor.

Teaching Tips:
- Participants should all be able to do their front glide on their own with the correct body position.
- Use a contest to see who can glide the farthest.

Back Float

The student must demonstrate the ability to confidently perform a back float for 10 seconds under the supervision of the swim instructor.

Teaching Tips:
- At this level all participants should be able to do a back float without assistance from the instructor.
- Make sure the student has correct body position of head back, lying flat on the surface of the water.

Back Glide

The student must demonstrate the ability to confidently perform a front glide for a distance of 15 feet under supervision of the swim instructor.

Teaching Tips:
- Participants should all be able to do the back glide on their own with the correct body position. The correct body position is head back in the water and gliding across the top of the water.
- Use a contest to see who can glide the farthest.

Front Glide with Kick

The student must demonstrate the ability to confidently perform a front glide with flutter kick for a distance of 20 feet under supervision of the swim instructor.

Teaching Tips:
- Participants should start with a front glide then add the kick.
- Kicking should use the whole leg and have floppy ankles with limited splashing. Think small fast kicks.
- Faces should be in the water blowing out air while submerged.
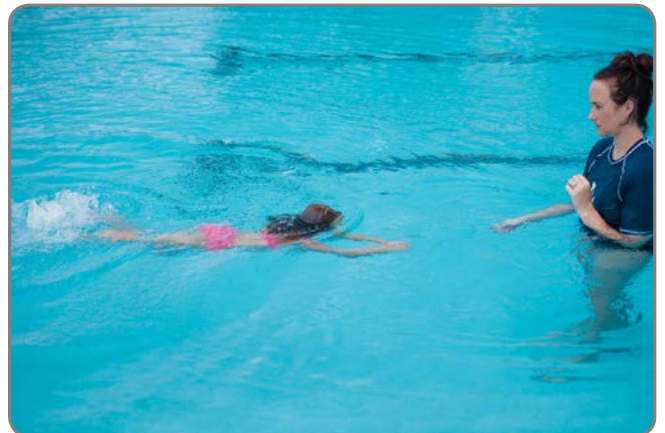
Back Glide with Kick

The student must demonstrate the ability to confidently perform a front glide with flutter kick for a distance of 20 feet under supervision of the swim instructor.

Teaching Tips:
- Participants should start with a back glide then add the kick.
- Kicking should use the whole leg and have floppy ankles with limited splashing. Think small fast kicks.
- Heads should be back and participants looking at the sky/ceiling.

Front Crawl

The student must demonstrate the ability to confidently perform the front crawl in chest-deep water. The student should use rhythmic breathing while swimming the front crawl for 25 yards.

Teaching Tips:
- Demonstrate the front crawl with rhythmic breathing for the participants. Explain when the head turns to take a breath the arm should be out of the water, and as the arm reenters the water the face should follow. Air should be blown out when the student's face is in the water.
- Work on rhythmic breathing on the side of the pool, with a kickboard or barbell so the participants can work on the timing. Monitor and make corrections immediately.
- Start with shorter distances and work up to the 25 yards with rhythmic breathing.
- Remember to also watch body position, kicking, and arm stroke as well as the breathing.

Elementary Backstroke

The student must demonstrate the ability to confidently perform the elementary backstroke for 50 yards.

Teaching Tips:
- Participants at this level should be able to do the elementary backstroke without assistance.
- Watch body position and make sure they are allowing for the glide in the stroke.
- Work up to the full distance.
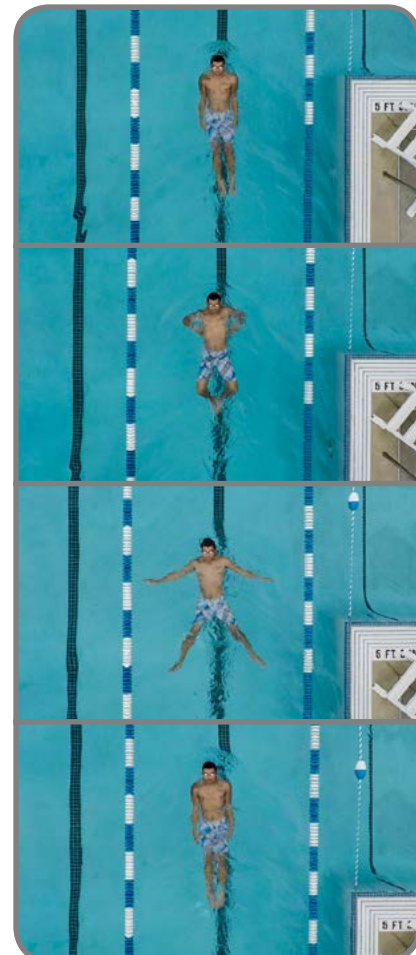
Backstroke

The student must demonstrate the ability to confidently perform the backstroke for 50 yards.

Teaching Tips:
- Watch the entry and exit positions of the arms and hands. The hand should exit the water thumb first and reenter the water pinky first. When the arm is out of the water it should be straight and not bend until it is in the water.
- Flutter kick should be used at all times during the stroke.
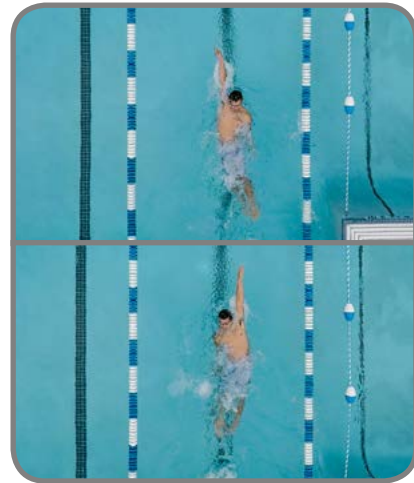
Breaststroke

The student must demonstrate the ability to confidently perform the breaststroke for 25 yards.

Teaching Tips:
- Practice the kick and the arms separately with a kickboard and/or pull buoy.
- Demonstrate the full stroke and explain the timing to the participants. Start in the glide position then pull, breathe, kick, and glide.
- Timing can be very difficult for the participants to pick up so they will need drills and constant feedback to get it done correctly.
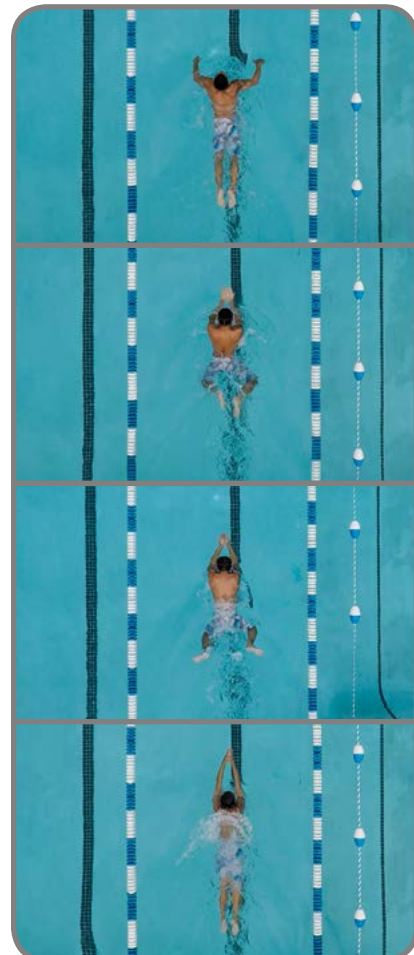
Sidestroke Arms

The student must demonstrate the ability to confidently perform the sidestroke arms for 25 yards.

Teaching Tips:
- Demonstrate the body position for the stroke. The correct body position is lying on your side on the surface of the water.
- Can be described as picking an apple, giving to the other hand, and putting it in the basket.
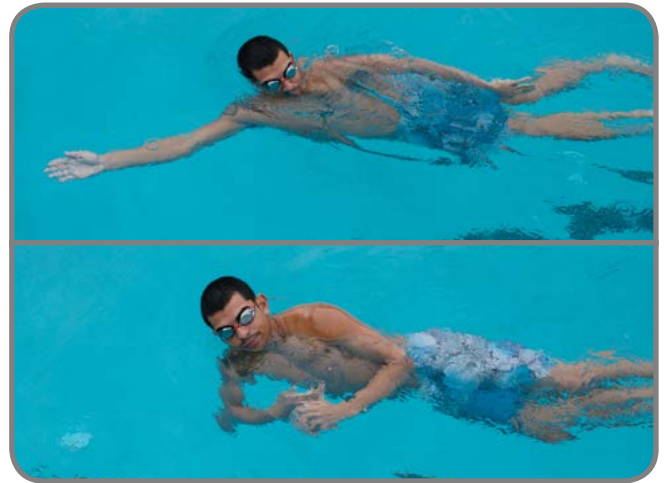
Scissor Kick

The student must demonstrate the ability to confidently perform the scissor kick for 25 yards.

Teaching Tips:
- Demonstrate the body position of lying on your side in the water and the scissor kick.
- A kickboard can be used to demonstrate the scissor kick. Lie on one side and hold the kickboard with one arm, hold the other arm to the side, and practice the kick.
- Top leg should go forward while the bottom leg goes backward, then they come together to propel you forward.

Combined Swimming Exam

The student must confidently swim 25 yards of the front crawl with rhythmic breathing. The student must swim 25 yards of breaststroke and 50 yards of the backstroke and elementary backstroke.

Teaching Tip:
- Instructor should be in a position to monitor all strokes and participants.

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INTERMEDIATE LEVEL

Intermediate Level Overview

- Again the distance increases in this level and there are introductions of more strokes and skills.

Intermediate Level Skills

Front Crawl

The student must comfortably perform the front crawl for 50 yards while consistently using rhythmic breathing.

Teaching Tips:
- The instructor should be on deck to monitor body position, arm stroke, kicking, and rhythmic breathing. The participants should be using rhythmic breathing at all times when swimming the front crawl.
- At this level the participants should be working on improving stroke technique and endurance through drills.
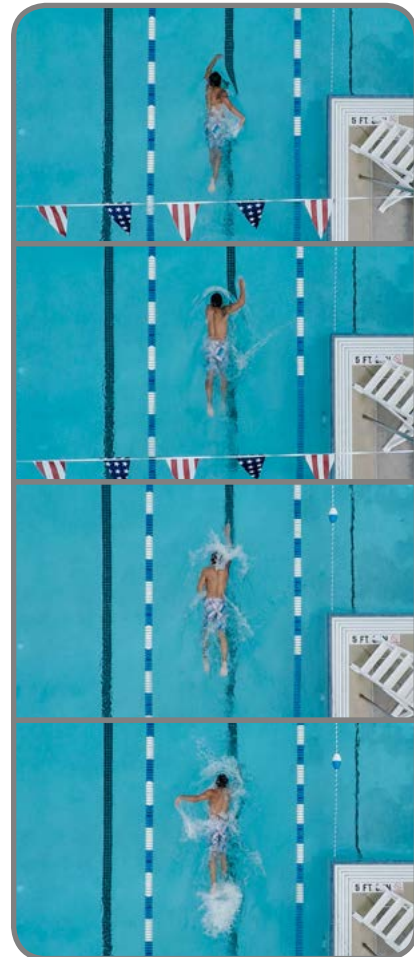
Backstroke

The student must comfortably perform the backstroke for 75 yards.

Teaching Tips:
- Instructor should be on deck to monitor body position, arm stroke, and kicking.
- The arm stroke should now have a roll of the shoulders included. Each time the arm reenters the water the shoulder should dip into the water.
- Participants should be working on improving technique and endurance through drills.
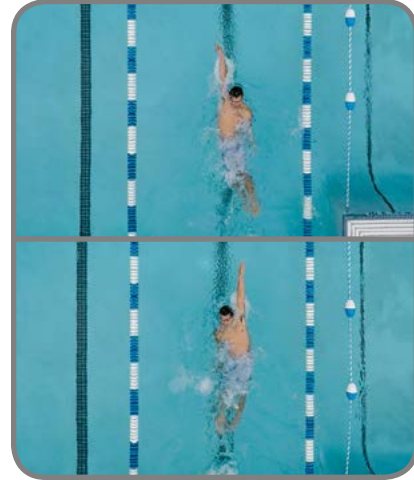
Breaststroke

The student must comfortably perform the breaststroke for 50 yards.

Teaching Tips:
- Instructor should be on deck to monitor body position, arm stroke, kicking, and timing.
- Participants should be working on improving technique and endurance.
- Drills should be used to work on technique.

Sidestroke

The student must comfortably perform the sidestroke for 50 yards.

Teaching Tips:
- Instructor should be on deck to monitor body position, arm stroke, and kicking.
- Participants should be working on improving technique and endurance.
- Drills should be used to work on technique.
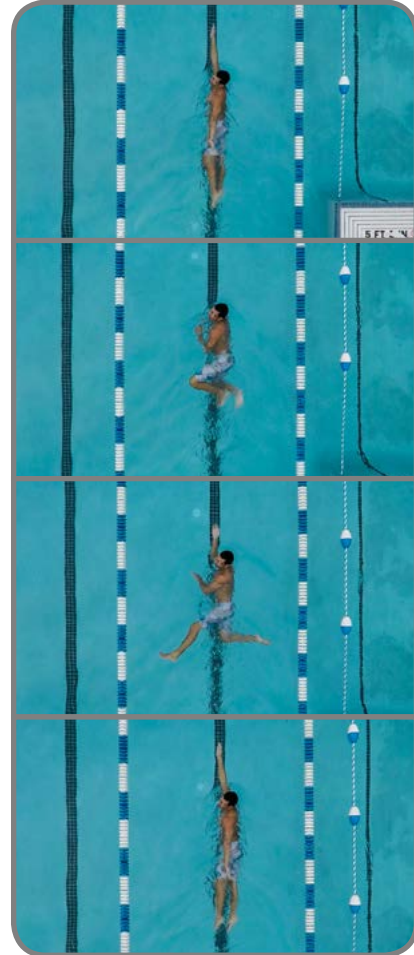
Elementary Backstroke

The student must comfortably perform the backstroke for 75 yards.

Teaching Tips:
- Instructor should be on deck to monitor body position, arm stroke, and kicking.
- Participants should be working on improving technique and endurance.
- Drills should be used to work on technique.

Introduction of Dolphin Kick

The student must comfortably perform the dolphin kick for 25 yards.

Teaching Tips:
- Demonstrate the dolphin kick while the participants are positioned on the deck to view the skill.
- Kickboards can be used when performing the kick. Participants can hold on to the kickboard while practicing kicks. Fins can be used to help in learning the kick.
- Having participants dive up and down in the water can help them get the motion for the kick.
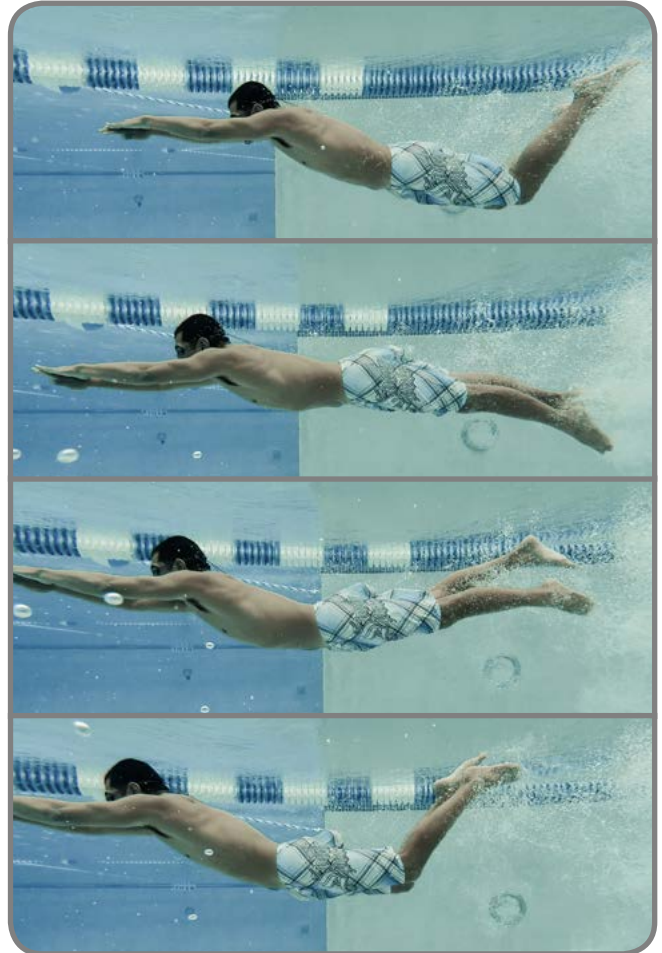
Introduction of Butterfly Arms

The student must comfortably perform the butterfly arms.

Teaching Tips:
- Demonstrate the butterfly arms while participants are positioned on the deckl.
- Some participants will have some difficulty getting both arms all the way out of the water.
- Practicing out of the water can be useful for the movement of the arms.

Butterfly

The student must comfortably perform the butterfly for 25 yards.

Teaching Tips:
- Demonstrate the butterfly and explain the timing and the breathing for the stroke.
- Be in a position to give verbal feedback immediately.
- Butterfly is a difficult stroke and can take participants some time to master the stroke.
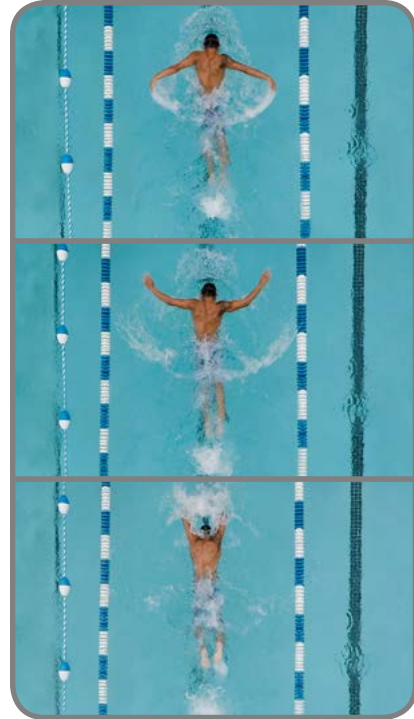
Treading Water

The student should enter deep water and comfortably tread water for two minutes without resting.

Teaching Tips:
- Demonstrate the different kicks that can be done for treading water. Egg beater, breast stroke kick, and scissor kick.
- Build up to the 2 minutes of training by starting with 30 or 45 seconds.

Combined Swimming Exam

The student must swim 50 yards using the front crawl with rhythmic breathing, breaststroke, and sidestroke. The student must swim 75 yards of the backstroke and elementary backstroke and 25 yards of butterfly.

Teaching Tip:
- Instructor should be in a position to monitor all strokes and participants.

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ADVANCED LEVEL

Advanced Level Overview
- This level is about building endurance and working on technical aspects of the strokes.

Advanced Level Skills

Teaching Tips:
- Use drills and practice to build up participants' endurance to swim the required length without resting.
- Instructor should spend most of the time on the deck giving feedback as the participants are swimming.
- Practice drills need to be done to improve the mechanics of the strokes.

Front Crawl

The student must comfortably perform the front crawl for 100 yards while consistently using rhythmic breathing.
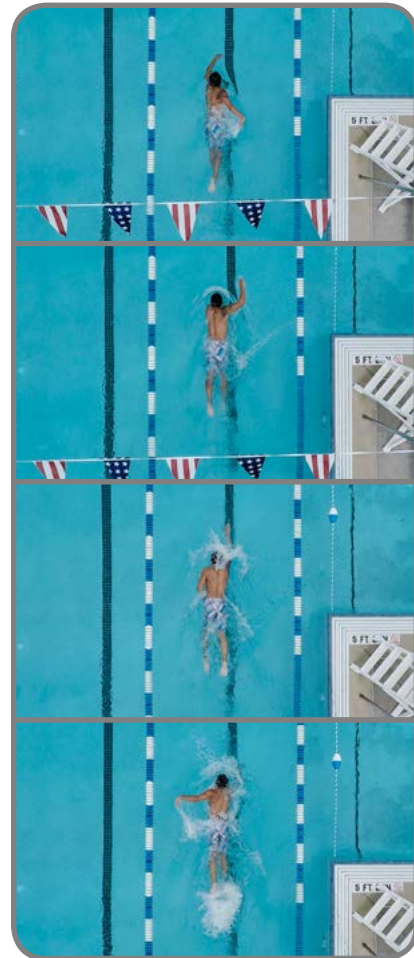
Backstroke

The student must comfortably perform the backstroke for 100 yards.
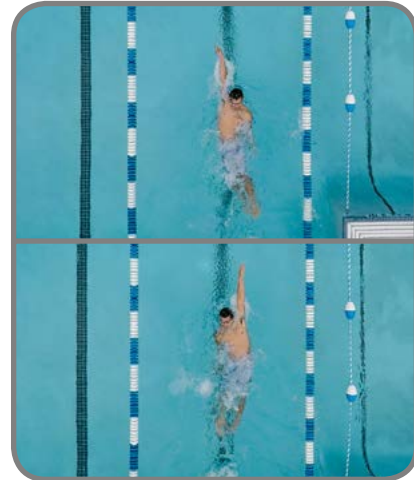
Breaststroke

The student must comfortably perform the breaststroke for 100 yards.
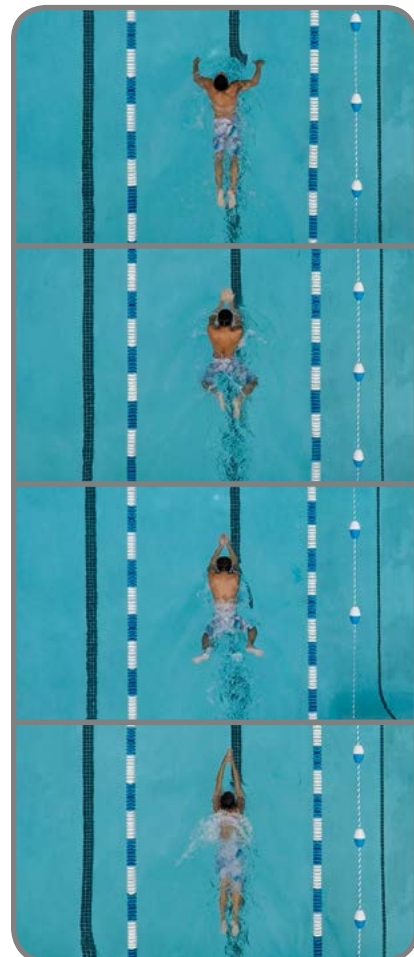
Sidestroke

The student must comfortably perform the sidestroke for 100 yards.
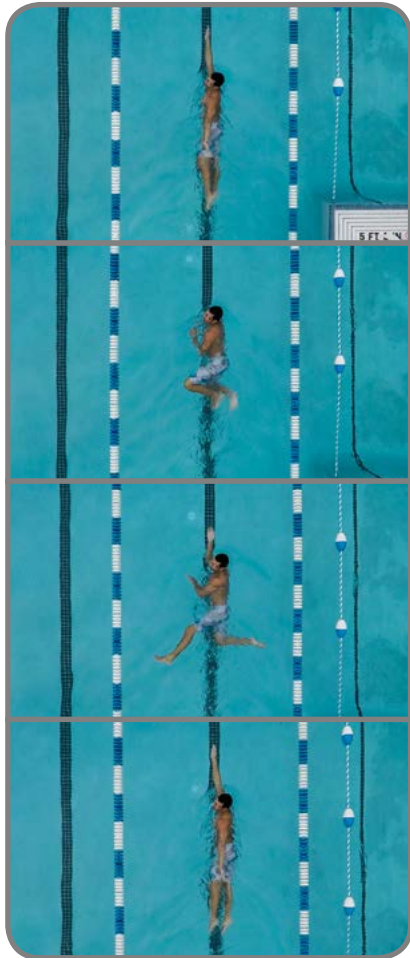
Elementary Backstroke

The student must comfortably perform the elementary backstroke for 100 yards.
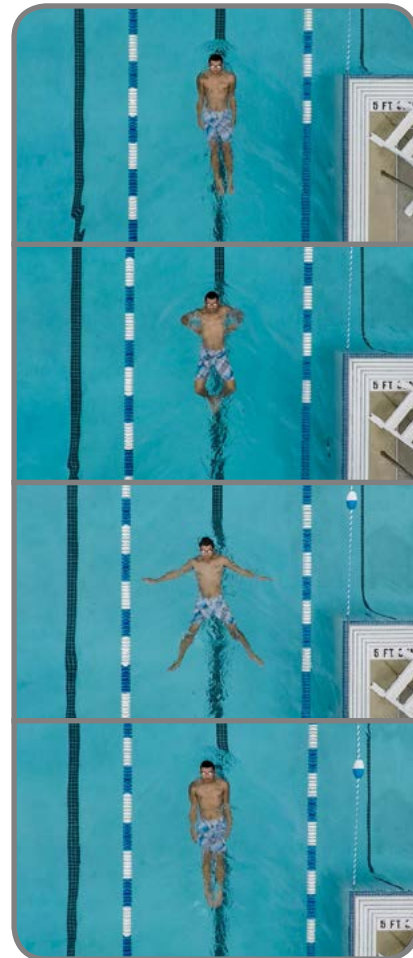
Butterfly

The student must comfortably perform the butterfly for 50 yards.
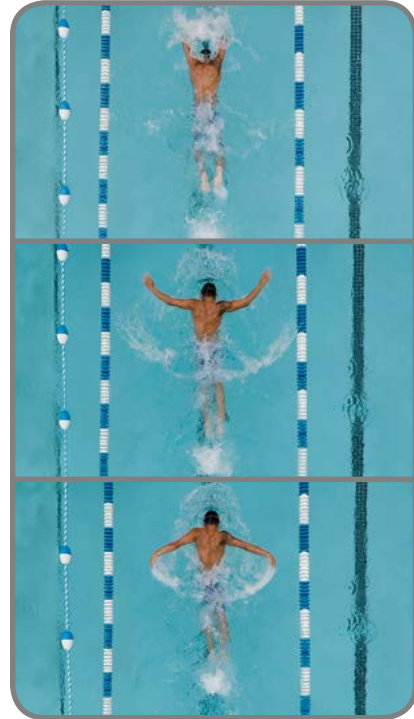
Treading Water

The student must jump into deep water and upon returning to the surface comfortably tread water for three minutes.

Teaching Tips:
- Instructor should go over the different kicks for treading water and allow the participants to try all of them.
- The arms should move back and forth close to the surface of the water.
- The head should be upright and not lying back in the water.
- Participants should build up to the full 3 minutes of treading water.

Surface Dive and Underwater Swimming

The student must perform a surface dive in deep water and swim underwater to a depth of 8 feet, locate and retrieve an object, and return it to the surface.

Teaching Tips:
- Demonstrate the skill while the participants watch from the deck.
- Participants should start in the water and do a feet first surface dive to go to the bottom and retrieve an object then return to the surface.
- Participants might need to start in shallower water and work up to the depth of 8 feet.

Combined Swimming Exam

The student must swim 100 yards using the front crawl with rhythmic breathing, backstroke, elementary backstroke, sidestroke, breaststroke, and 50 yards of butterfly.

Teaching Tip:
- Instructor should be in a position to monitor all strokes and participants.

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SAFETY

Safety Overview

- Sophie the Safety Seal is "WATERSMART" Poster
  - Safety must be emphasized beginning on the first day.
  - The Sophie Safety Poster can be used as a fun visual aid to use with the participants to learn the rules.
  - Each program coordinator may decide to add more safety rules that are site specific to your facility.

Sophie the Safety Seal WATERSMART Poster Rules

- Walking is fun, but never run
  - Swim instructors should enforce that running around the pool can be dangerous since the area around the pool is typically wet and slippery.
  - Running around the pool can lead to falling and getting injured or even falling into the pool.
- **Adults have to say, a swim is okay**
  - Swim instructors should make sure that participants know they should never get into any body of water without permission from an adult. This can include not just pools but bathtubs or any other body of water.
- Two in the pool, is always cool
  - Swim instructors should go over that participants should not swim alone. They need to have an adult's permission and supervision anytime they are in the pool or any other body of water.
- Easy rule — don't dive in the pool
  - Swim instructors should go over the diving rule at the pool where the lessons are being held.
  - Participants should always look for signs to see if diving is allowed where they are swimming. In some bodies of water like lakes and oceans it is unsafe to dive or even jump into the water when you cannot see what is below the surface.
- Raise your head above the water line, and you will be fine
  - Swim instructors want to let participants know that when they are in swim lessons and waiting their turn on the wall they should always keep their heads above the water.
  - Participants need to be able to see and hear instructions from their swim instructor and the Instructor needs to be able to see participants at all times.
- Swimmers hold on to the wall
  - Swim instructors should have all participants hold on to the wall while they are in swim lessons waiting their turn.
- Move smart, if something falls in, call an adult or lifeguard but never jump in
  - Swim instructors should let participants know that if someone or something falls in the pool they should not jump in after it.
  - Participants should call for help from an adult or a lifeguard so they can either get the object or assist the person that needs help.

- Always obey what lifeguards and adults have to say
  - Swim instructors should enforce the importance of always listening to the rules from lifeguards and adults when around the pool or any other body of water.
- Remember it's cool to wear your lifejacket in the water or pool
  - Swim instructors should go over lifejackets. Allow the participants to wear lifejackets and get into the pool to explore with them on.
  - Make sure the participants and parents know how to fit a lifejacket.
  - Talk to participants about times that they should be wearing a lifejacket.
- Time to get out, if lightning's about
  - Swim instructors should talk to the student about what they should do if there is bad weather while they are swimming.
  - Participants should listen to adults or lifeguards if there is bad weather and they are told to get out of the pool area.

Lifejackets

- Proper fit of the lifejackets should be discussed with not only the participants but the parents.
  - The lifejacket should be snug but comfortable.
  - Make sure that all buckles and straps are fastened. There should be no unconnected buckles or loose straps.
  - If the shoulders of the lifejacket are lifted up they should not go over the student's ears and chin.
  - If the lifejacket rides up when the student gets in the water, it might need to be tightened or the sizing could be wrong.
- Along with going over the safety rules, instructors should also have all participants experience wearing lifejackets.
- Have participants get into the water with the lifejackets on and practice floating on their backs and moving around in the water.
- Have participants jump into the water with their lifejackets on to see how they float on the surface of the water.
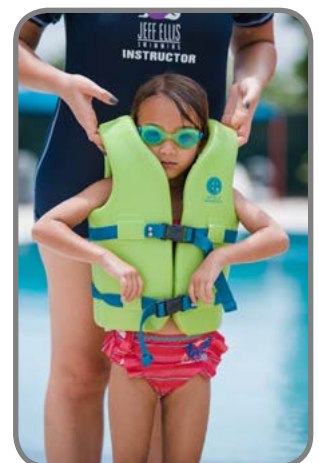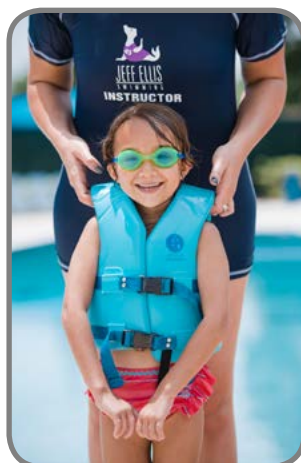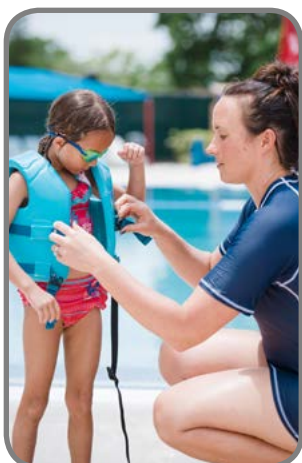
Additional Safety Items

- Teaching the participants how to enter and exit the water
  - Student should enter the water feet first.
  - Student should practice exiting the water on their own either by a ladder or the side of the pool.

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Unit 5: Customizing Swim Programs

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Identify ways to customize the JES program to meet the needs of local facilities.
2. Understand the different ways to change the JES program while still maintaining standardization.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:
- The JES program is taught nationwide, so standardization is necessary.
  - Supporting materials such as the Swim Instructor Manual help standardize the information.
- Allowing local facilities flexibility within parameters can make for a more successful program. Examples of program flexibility include:
  - Lesson days, times, lengths
  - Number of participants
  - Order of topics covered
  - Pool locations
  - Ages taught
  - How classes are taught
  - Rotating instructors
  - Local performance criteria for acknowledgement
  - Types of equipment and supplies
  - Fee structures.
- Program flexibility is encouraged as long as it stays within stated standards outlined earlier in this manual.
- Program Coordinators and Swim Instructors know participant needs better than anyone else. Don't be afraid to try something new, as long as safety is not sacrificed.

Activity
Considering the items presented above, ask swim instructor candidates to identify additional examples of swim program flexibility at their local facility.

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Unit 6: Program Organization

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Describe how to organize a facility's swim program along with the Program Coordinator.
2. Understand the financial considerations of swim lessons.
3. Be able to maximize local pool space.
4. Know the instructor/participant ratios required for JES lessons.
5. Explain local facility policies and procedures for conducting swim lessons.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:

Program Organization

- Thought, planning, and organization needs to go into developing the best methods to set up your local program and let the public know about it.
- Each facility is unique and no two program coordinators will operate in exactly the same manner or have the same needs regarding the amount of support or direction they will require in the areas of marketing and overall organization.

Financial Considerations

- Swim lessons can be an excellent source of revenue for aquatic facilities.
- Consider the following for swim lessons at your facility:
  - Cost of lifeguard(s) to watch lessons
  - Cost of the swim instructors
  - Number of lessons you will have going on at one time
  - Number of sessions
  - Break even point and profitability point for lessons
  - Explain to instructor candidates how select sessions(levels) may have to be cancelled if registration is inadequate.
- Consider the following regarding the use of pool space
  - The number of classes at various levels you can offer at the same time
  - Whether you have use of the entire pool
  - Whether a lane can be open for lap swimming so parents can work out while their children are taking swim lessons
  - Any other activities that are going on during swim lessons, like water aerobics or open swim, that would require sharing space
  - If your swim lessons will be going on during open swim try roping off the area for swim lessons so they are not interrupted by open swimmers.
  - How much space a certain level will need.
    - For example, an Advanced level will need a full lane but a Preschool level takes up a much smaller area of the pool.

Class Size

- Participants of different ages and abilities can require different class sizes.
- The maximum ratio of participants to swim instructors is 10 to 1. The Water Exploration and Safety level requires one adult to be in the water with each child. And younger, less experienced children such as those completing the Beginner level can benefit from smaller groups.

Class Length

- The length of classes can vary from 30 minutes to one hour. Be sure to convey to your instructors the length of their classes and the rationale for such.
- For preschool age children half an hour is usually the maximum length of their attention spans.
- For upper levels, 45–50 minutes for class may be needed.
- When considering class length evaluate the following:
    - Air temperature
    - Water temperature
    - Weather for outdoor pools
    - Class size
        - Example class lengths:
            - Monday – Thursday for 2 weeks: 45 minutes
            - Saturday only for 6-8 weeks: 1 hour
            - Twice a week for 4 weeks in the evenings: 45 minutes

Facility Policies and Procedures

- Swim instructors need to know local facility specific policies and procedures for swim lessons. Some of these policies and procedures include:
    - Bathroom policy
    - Weather policy
    - Make-up classes
    - Swim instructor expected arrival and departure times
    - Registration procedure
    - Registration deadline
    - Cost of lessons
    - Moving participants from one level to another l
    - Where parents can view lessons
    - Whether parents can leave the pool area during lessons
    - Pool operations during swim lessons
    - Basing classes on age or skill

Activity

1. Use of Pool Space
    - Create a pool diagram and usage for your swim lesson program. Identify activities that will be taking place at the same time (e.g., water aerobics, open swim, or lap swim). Discuss this with swim instructor candidates.
2. Swim Lesson Schedule
    - Prepare a copy of your facility's swim lesson schedule and discuss this with swim instructor candidates to see if there are ways to improve the schedule and to answer any questions about the schedule.

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Unit 7: Communication and Evaluation

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:

1. Explain the importance of communication between the program coordinator, swim instructor, and parent.
2. Demonstrate the ability to communicate effectively in different situations.
3. Explain the importance of program evaluation.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:

Program Coordinator and Swim Instructor Communication

- Communication between the program coordinator and swim instructors is extremely important.
- Swim instructors will need to communicate any issues that might occur with a child or parent so that the program coordinator can address issues if needed.
- When there is open communication between the program coordinator and swim instructor, then the swim lesson program will run much smoother.

Program Coordinator and Parent Communication

- Another form of important communication is between the program coordinator and the parent.
- The program coordinator is on deck interacting with the parents so they are not interrupting class and trying to speak with swim instructors during lessons.
- Issues that arise during swim lessons should be directed to and handled by the program coordinator and then can be addressed with the swim instructor after the lesson.
- Program coordinators need to be visible to parents throughout the lessons.

Swim Instructor and Parent Communication

- Progress reports can be given to participants half way through the swim lessons session to communicate with parents how children are doing. This can be a simple form that swim instructors fill out and hand out to parents letting them know how children are doing.
- Progress reports can be beneficial because they can keep the parents aware of what is going on and lessen the surprise of participants not moving on to the next level.
- Swim instructors should speak briefly with parents after every lesson. They should let the parents know how the lesson went that day and if there is anything the student can work on.

Evaluation and Surveys

- It is the program coordinator's job to provide feedback to swim instructors on how they are doing weekly. This is most important in the first week of lessons so instructors can reevaluate their teaching style and try a different direction the following week if needed.
  - Statistics show that parents and participants alike remember the last four days of their classes most of all.
  - Corrections early in the session will allow the families to leave on a positive note.
  - Handing out surveys for parents to fill out can give the program coordinator and swim instructors an idea of how the program is being viewed by parents and participants alike
    - Short one page survey.
    - Hand out to parents during the last couple of days of lessons.
    - Review the feedback received with individual swim instructors

Activity

1. The following are situations in which swim instructors may be involved with parents. Role-play the following situations. Then discuss as a group how the situation was handled and any feedback.
   - Child cried frequently in the first two lessons and the instructor must talk to the parent about options for the child since the class does not seem to be working out.
   - Parent is upset that instructor is giving too much attention to the child crying in class and not giving enough attention to parent's child.
   - Instructor must explain to the parent why the child cannot pass to the next level.
   - Parent wants to know what activities can be worked on at home to help the child practice outside of class.
   - Parent not happy with the progress her child is making.
   - Parent confronts instructor after class saying he/she wants to change instructors.

2. Have swim instructor candidates work together to create a short (10 questions or less) course satisfaction survey for parents and share with the class. Share with the class any evaluation form your facility currently uses.

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Unit 8: 5 Step Approach to Effective Teaching

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:

1. Describe each of the components of the 5 Step Approach to Effective Teaching

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:

- Instructor candidates must learn and practice setting learning outcomes and lesson plans for the swimming levels they desire to teach. The 5 Step Approach to Effective Teaching helps provide for program success, and includes these steps:
    1. Set the climate for learning (physically and emotionally)
    2. Motivate the participant
    3. Demonstrate strokes and skills appropriately
    4. Practice and facilitate learning
    5. Reinforce learning

5 Step Approach	Explanation	Examples
Set the Climate for learning physically	Setting the climate for learning begins with the first class and continues throughout the course. The first few minutes of each lesson are extremely important. The climate needs to be conducive for learning. The appearance of the pool, swimming instructors, and general atmosphere affect learning. Before each lesson begins you need to prepare the physical environment.	Safety • Safety must always remain your top priority. • Instructors should check their area for any safety hazards prior to the start of lessons. For example, glass on deck, hoses laid across walk areas, or anything unusual in the pool or pool area. • Instructors need to make sure there is a lifeguard on duty. Water • Check water quality to make sure that you can see the bottom of the pool. • Check water temperature to make sure it is at a comfortable temperature for lessons. • Before getting the class in the water, check the sun angles and make sure your children will not have to look into the sun to see you. • Check noise levels to make sure that the children will be able to hear all of your directions. Professionalism • Instructors should have a professional image and demeanor at all times when teaching. • Instructors should arrive early for class and organize needed equipment/toys prior to the start of the lesson.

Set the Climate for learning emotionally	The emotional climate is as important as the physical one. The first few minutes of the lesson are crucial to the overall success of each class. If during the first few minutes of the lesson the atmosphere is pleasant and the presentation is interesting, fun, and challenging, then a positive attitude toward learning will prevail. If the first few minutes are seen as pointless, boring, or unpleasant, then a negative attitude is more likely to be formed.	Greeting and Learning Names • Instructors must greet their participants and quickly learn first names so that they feel welcome in lessons. • Sit in a circle the first day and introduce yourself and have all participants say their names. • Make sure after learning their names you use them throughout the lessons. Getting Participants Emotionally Comfortable • Instructors should acknowledge each student at the beginning of every class. • Ask how they are doing, if they did anything fun, what they remember from the last class or any other question to get them involved and feeling comfortable before entering the water. Warm Up Drills • Drills should encourage teamwork and positive peer pressure. • Warm up drills will vary depending on the level of the participants. • Advanced level drill might be stretching and kicking with a kickboard. • Preschool or Beginner level drill might consist of sitting on the side and splashing water to get the participants or the swim instructor wet and then going into bubbles or bobbing. • It is important to start the lesson with some kind of warm up drill or adjustment activity to get everyone comfortable.

Motivate participants	Instructors must be emotionally prepared to motivate participants prior to the start of all swim lessons. Motivating participants can be one of the instructor's more difficult tasks. Some participants will need a lot of encouragement for certain skills and activities while other participants are eager to try anything. Think about different ways to motivate participants to do required skills for each level.	**Peer Pressure** • Peer pressure is a motivating tool that can be used to get hesitant participants to try new skills. • When using peer pressure make sure that it is done in a positive manner and swim instructors do not use it negatively toward a student. • For example, having one student performing the skill and then using that student to motivate others to try the skill as well. By seeing one student try it and nothing going wrong others can be more willing to try. **Toys** • Instructors can use toys as a motivator for children to try a skill. • Have participants select favorite toys to use in the water. Use these toys to help motivate the participants to place their faces in the water and blow bubbles. Also, instructors can have the participants toss the toys out and use their front crawl arms to go get their toys back. **Encouragement** • Instructors need to encourage the participants and let them know that they believe in them. • Positive praise can go a long way with some participants so instructors need to make sure they are always positive.

Demonstrate skills appropriately	Swim instructors must be able to demonstrate all swimming strokes with proficiency for the course level they are teaching. They should not only demonstrate the skill but explain the skill before the demonstration.	**Arranging participants** • Instructors should arrange participants so that they can all see strokes and skills and demonstrations. • Participants should be positioned on the deck to observe all demonstrations. **Explaining the Skill** • When explaining the skill that they are demonstrating, instructors should use explanations that the participants will understand. • For example, when explaining the front crawl arms to Beginners, instructors should use simple explanations that create a visual for the participants, like ice cream scoops or puppy paws. For an advanced level the instructor will need to adjust the language to more technical terms. **Demonstration** • Instructors should break up the skill and do it slowly so participants can see the different parts of the skill or stroke. • After demonstrating a stroke or skill, the instructor should ask participants questions about what was observed to confirm their understanding accordingly. • Ask questions such as, Where was my face? Was it in the water or out of the water? What were my legs doing? Where did my hand enter the water, and then where did it go? • After the instructor demonstration, the participants should be given the opportunity to practice right away and be given appropriate feedback to make any adjustments.

Practice and Facilitate Learning	Swim instructors must efficiently organize class practice drills to maximize learning opportunities. Different drills can be used to facilitate learning of various skills. Review various drills with swim instructor candidates. Provide timely feedback to facilitate learning. Have swim instructor candidates practice providing proper feedback.	Position of Instructor Instructor must be positioned to adequately observe all participants when executing practice drills Types of Drills • A static drill can be as simple as having the participants hold on to the wall and kick, or hold on to the wall and practice rhythmic breathing. Static drills can be utilized for participants waiting their turn. • Fluid drills can be good for improving endurance or allowing the instructor to evaluate aspects of a stroke or skill. Feedback • An important aspect of the student practicing is the feedback given by the instructor. • Feedback should be provided in a positive manner. It should be specific and appropriate to the level of the student so it is understood exactly what is correct and incorrect about the skill or stroke performed.
Reinforce Learning	Incorporating newly learned strokes and skills into meaningful water activities helps participants appreciate the value of the learned stroke and/or skill while emphasizing safety at all times. Review various games with swim instructor candidates.	Safety • Participants should be instructed that they cannot enter or practice swimming strokes and skills without first securing permission from their parents/guardians and/or swimming instructor. Games • Instructors can use games to have participants practice newly acquired skills.

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Unit 9: Swim Instructor Teaching Techniques

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Explain the different teaching techniques used in the Jeff Ellis Swimming Program.
2. Provide examples for each technique and when the technique should be used.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:

Techniques	Explanation
Use deeper water when appropriate	"Deep water" refers to water that would be over a participant's mouth when standing. Swim instructors should facilitate activities that require swimmers to practice skills in deeper water. Pool bottoms, steps, and sides of pools provide a security blanket that can be removed early on as participants progress in the class. Swim instructors must gain a student's trust to move the child away from these barriers as the participant improves. When working in deeper water make sure the swim instructor can still stand, and take one child at a time, make sure all others are safe.
Facilitate fun activities that build trust	Instructors should facilitate fun activities that build trust to accelerate and enhance student exploratory learning. In deep water activities driven by peer pressure competition, each student is focused on the challenge and excitement presented by the ongoing activity that allows for exploratory learning in the water. Because these activities occur in deeper water, participants are subtly forced to rely entirely upon the swim instructor instead of the pool bottom, steps, or side of the pool. Reliance upon the swim instructor accelerates trust between the student and instructor.

Build trust by honoring all verbal commitments	Instructors should honor all verbal commitments made in the class setting and be completely truthful about learning expectations.
	Never force any student to perform skills without individual consent. It is important for swim instructors to be aware of what participants have been told the instructor will do and honor that. For example, telling participants that you won't let them go while supporting them in a floating position and then deliberately letting go to help them learn that they can float on their own is a common mistake that leads to distrust of the swim instructor.
	Once the student has lost trust in the instructor it can be almost impossible to gain the trust back, which can lead to further frustrations.
Set learning expectations	Instructors should set student learning expectations for skills beyond the published JES standards.
	Instructors should ask participants to do more than what is required so there is a better chance of them meeting the JES standard. For example, when a student in a Beginner level has achieved all standards for the course, then the instructor should push the child to do more than just repeating the same skills.
Design lessons for achievement	Instructors should design all lessons to assure that each student experiences some form of personal success before leaving class. Participants who leave lessons having achieved some form of success are motivated to continue participating in future classes. Even the smallest of successes can translate into building individual confidence in the water.

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Unit 10: Teaching Tips

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Identify different teaching tips for swim instructors to use.
2. Give examples of all teaching tips.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:

Teaching Tip	Explanation	Example
Use simple language	Instructors should use language that is easy for participants to understand. Use words that create a visual picture for the participants to better understand the expectation.	When explaining the front crawl arms to a younger student use words such as ice cream scoops or puppy paws to better give the participants a visual of what you expect. Other examples are point your toes like a ballerina or kick like a mermaid.
Begin with a brief meeting	Instructors should begin each class with a brief meeting to acknowledge the presence of each student. This can be done while sitting together in a small group near the pool.	Sit in a circle near the pool and have all participants say their names and maybe a favorite color or animal. Each day the instructor can have the kids choose something different to say in the circle.
Learn participants' first names	The instructor must learn all the first names of the participants in the class and use their names when addressing them. Using names when addressing the participants helps the participants feel more comfortable and shows the parents that the instructor cares.	Learning first names can also be done in a circle format at the beginning of class. Participants need to know the instructor's name.

Reinforcement of safety	Instructors should begin and end swim lessons by verbally reinforcing the safety rules to the participants. Most importantly make sure that participants understand they are never to enter the water without verbal permission from a parent or swim instructor.	Go over safety rules before, during, and at the end of class. Have each child come up with a safety rule for the pool.
Engage all participants	Swim instructors need to consistently engage all participants to physically interact with peers to maximize learning potential. A well-organized lesson should continually challenge participants to practice newly learned strokes and skills using drills. Extensive use of practice drills will help your participants master strokes and skills faster and more proficiently than participants who do not have drills incorporated into their lessons.	After teaching a skill or stroke to participants, go through a drill that practices that newly learned stroke or skill. As the swim instructor is going through the drill, talk about what the drill is working on. Make sure that all participants in the lesson are participating in the drill and answering any questions you are asking about the drill.
Instructor position – Preschool and Beginner	The instructor should always be in the water with participants while teaching Preschool and Beginner levels. The participants should always be positioned on deck during all demonstrations by the instructor. While in the water, instructor needs to be within arm's reach of all participants during practice drills. It is important that the instructor maintain eye contact with all participants.	In the lower levels you should have the participants take turns going through the skills so they are always within arm's reach and keep an eye on the participants waiting for their turn. Any demonstrations of strokes and skills that the instructor must perform need to be done with all participants out of the water and viewing from the deck.

Instructor position – Advanced Beginner	The participants in the Advanced Beginner level are working on building their endurance so the swim instructor needs to be in a position to assist participants if they begin to struggle.	When the participants are swimming the length of the pool working on building their endurance, a good position for the swim instructor might be halfway down the lane. It is important to base position on the abilities of the participants in the lesson.
Instructor position – Intermediate and Advanced	Instructor might spend the time out of the water on deck while participants practice their skills in these levels. However, it is still important for the swim instructor to maintain eye contact with all participants practicing strokes and skills.	With the Intermediate and Advanced levels the swim instructor might be doing more observing from the deck and giving the participants feedback.

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Unit 11: Interacting with Participants and Personality Types

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Identify different personality types.
2. Describe different ways to interact with the personality types.
3. Understand that participants learn at different rates and in different ways.

Facility: Classroom and Water
Equipment and Supplies: Swim Instructor Manual

Key Points

Interacting with Children
- Each child may act differently on land versus in the water. Children will also change as they become more comfortable in the water and with their swim instructor.
- It is important to communicate with parents regarding their child's progress. Each child is different and will learn at different rates.

Personality Types
- Anxious child – This child worries and is fearful of new experiences, has low self-confidence, and might throw a tantrum when leaving parents. This child can be very tense and make excuses to avoid doing something.
  - How to interact with this child
    - □ Be patient and ask questions about the fears that the child has
    - □ Give praise and encouragement with everything done to build self-confidence
    - □ Build trust to make the child comfortable around you
- Active child – This child knows what is and isn't liked. At times the child can be very vocal and aggressive. This child is the first to enter the water without permission, doesn't want to wait in line, wants to be first all the time, and cannot wait until you move on to the next skill.
  - How to interact with this child
    - □ Be strict with this child
    - □ Review the rules and consequences prior to the start of class
    - □ Make it known that the same person cannot always be first for every skill—that we must take turns
    - □ If you have a lot of problems with this child talk to the parents and ask them to discuss proper swim lesson behavior with the child
- or of being with new people without a parent nearby
  - How to interact with this child
    - □ Try to comfort this child as much as possible.
    - □ Sometimes the crying can be because a parent can be seen nearby but can't go there. Try having the parent stand out of sight of the child and see if this works.
    - □ This child will require the swim instructor to build trust before the child is completely comfortable in the swim lesson.

- Typical – This child is in between cautious and eager: mastering skills on time, watching others do it first, not being afraid of water, but needing encouragement to try new skills. The child smiles when you smile and may have normal off times but are easy to calm.
  - How to interact with this child
    - □ Do not ignore this child when other issues arise in the lesson.
    - □ This child can be your example for a lot of the skills.
- Shy – This child is very attached to parents and uncomfortable with strangers. The child tends to look down and speak very softly. With this child, you want to build trust. Once the trust is built the child will be more comfortable around you.
  - How to interact with this child
    - □ Build trust with this child and once the trust is built the child will be comfortable around you.
    - □ Do not push this child to open up; it has to be done in over time.
    - □ Help the child feel secure in the lesson.
    - □ Help the child relax and open up with a toy or talk to the parent to find out what cartoons, movies, or characters are of interest and use that to create a bond.
- Other characteristics that are seen in swim lesson participants can also include making excuses when asked to perform a skill, holding the body stiff, clinging to either the wall or instructor, or asking repeatedly to leave the pool to go tell the parent something.

Interacting With Adult Learners
- Adults may bring to class the same fears of water that children have.
- Adults have extensive life experiences to draw upon when engaged in swim lessons.
- When addressing adults, speak in a manner that is appropriate for adults vs children.

Activity
1. Swim instructors will deal with different personality types on land and in water. Assign personality types or characteristics to some participants and swim instructor roles to others and discuss how to deal with these personality types during a swim lesson.

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Unit 12: Equipment, Games, and Songs

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Identify different types of equipment that can be used in swim lessons.
2. Identify different skills to teach using equipment.
3. Create a new game or song to use as part of swim lessons.

Facility: Classroom and Water
Equipment and Supplies: Swim Instructor Manual, Toys, Kickboards, Buoys, Barbells, Noodles, Lifejackets, or other swim lesson equipment.

Key Points:
Note – Review the equipment and supplies briefly in the classroom. More in-depth use of each item will be addressed later in the water.

Equipment

- Equipment can be useful to swim instructors in teaching different strokes and skills.
- Toys can be very useful in teaching skills to the younger children. Equipment can include kickboards, pull buoys, barbells, fins, and noodles.
- Lifejackets are another piece of equipment that the participants should have the opportunity to wear, learn how to use, and experiment with in the water.
- There are many more equipment and toy options than just these, and each facility will have its own ideas of what is needed.
- Kickboards can be used at all levels but some participants might require assistance. When having swim lesson participants use the board for kicking, make sure that they hold the board straight out in front of them with their faces in the water.
- Barbells can be used to practice the front crawl arms and also to later add the rhythmic breathing to the stroke. When starting out with the barbells, most participants will need some assistance, which can be done by just holding the barbell and moving backwards while the child performs that skill.
- Pull Buoys are used mainly in the upper levels to work on arm strokes.
- Noodles can be used with all levels but are mainly utilized with the younger children. They can be used to work on kicking, arms, or body position. However, it is very important to monitor the body position to make sure the body stays horizontal and not vertical.

Games and Songs

- Encourage your swim instructors to incorporate games and songs into their lessons as a fun way to learn or practice a skill. Any game or song used in swim lessons should be used to practice a skill or stroke.

Activity

1. Get out a variety of toys and equipment. Each participant will choose a piece of equipment and show the class how to use it to teach a skill. Do this a few times so everyone gets a chance to use a couple of different types of equipment.

2. Using the swim instructor manuals, read about games and songs. Pick a game/song and teach it to the rest of the class. Try to come up with a new game/song and discuss/teach it to the class.

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Unit 13: In-Service Training

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Explain the number of hours of recommended for in-service training for swim instructors.
2. Describe what in-service training should consist of.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:
- It is recommended that swim instructors be involved in 1-2 hours of in-service training per month directed specifically at swim lessons.
- This can be accomplished through staff meetings, skills trainings, emergency action plan training, or off-site work.
  - Examples of in-service training ideas:
    - □ Exchange of game ideas.
    - □ Discussing problems in classes and aiding in solutions.
    - □ Exchanging ideas on different ways to teach skills effectively.
    - □ Discussion of any concerns raised by others about the swim program.
- Records of the in-service trainings should be kept on site and need to include who attended, the date, and what was covered.
- Your in-service schedule will be determined by the needs of your staff.

Activity
- Plan a one-hour in-service training for swim instructors and share this plan with the instructor candidates for discussion.

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Unit 14: Organizing Swim Lessons

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Describe where the instructor should be positioned during lessons.
2. Explain a system for keeping the lesson moving while keeping the participants' safety a priority.

Facility: Classroom and Water
Equipment and Supplies: Swim Instructor Manual

Key Points:
*   Instructors need to let participants know what is expected from them at the beginning of the class.
    *   Do you want them to sit on the side of the pool or hold on to the wall?
    *   Do they need to keep two hands on the wall and their heads above the water when waiting their turn?
*   The swim instructor should always be where everyone can hear instructions and see demonstrations, and where the instructor can maintain safety.
*   Keep all participants in arm's reach when they are practicing strokes and skills.
*   When working with one student, do not turn your back on the ones that are waiting their turns.
*   When having participants practice skills, swim instructors must use a system to keep things organized and moving.
    *   One at a time
    *   Two at a time
    *   Circle swimming
    *   One after another to the other end of the pool.
*   Keep all participants active and minimize downtime.
    *   When a swim instructor is with one student, have the others practice kicking while holding on to the wall or another static drill appropriate for the level.
    *   Limit lengthy explanations.
    *   Use drills and games to practice skills.
*   The swim instructor always needs to be enthusiastic and safety conscious while teaching.

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Unit 15: Lesson Planning

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Explain the importance of a lesson plan.
2. Prepare a sample lesson plan for a specific level.

Facility: Classroom
Equipment and Supplies: Swim Instructor Manual

Key Points:
- When teaching your swim instructor training, let them know that it is important to have a plan for what they will go over each day.
- Instructors should know what strokes and skills they want to go over for that particular lesson and what equipment or toys will be needed.
- It's important to plan their activities according to how many participants are in the class and what space is available to them in the pool.
- After the first day of class, instructors should have a better understanding of what their participants need to work on so lessons can be tailored to suit participants' needs and abilities.
- Instructors also need to review any skills from previous classes, and by asking questions can tell you if participants are remembering what they are being taught.
- When making lesson plans, instructors should be prepared that things might change and should be ready to adjust the plan.
- Have some alternative ideas in case something isn't working or more activities are needed.

Activity
1. Have swim instructor candidates prepare a lesson plan for their first two classes. Assign different levels to different instructor candidates. Review the lesson plans while they are being developed and give feedback and suggestions. Instructor candidates can see examples of lessons in the swim instructor manual. Instructor candidates should add to these lessons items such as time per activity, location in the pool area, equipment / supplies needed. Explain that instructor candidates will present their lessons to their peers in the water.

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Unit 16: Demonstrations, Feedback, Support and Assist Techniques

Learning Outcomes:

At the completion of this unit, swim instructor candidates will be able to:
1. Explain the correct way to demonstrate skills.
2. Identify the position of the participants and instructor during demonstrations.
3. Describe how and when feedback should be given to participants.
4. Explain the different support and assisting techniques for swim instructors to use.
5. Be able to demonstrate the support and assisting techniques.

Facility: Water
Equipment and Supplies: Swim Instructor Manual

Key Points:

Demonstrations and Feedback

- During all demonstrations of new strokes or skills all participants should be on the deck in a position to clearly see the demonstration.
- After the demonstration, the instructor should ask the participants questions about the skill to see if they understand what they are supposed to do.
- Immediately after the demonstration the participants should practice the skill and the instructor needs to give feedback to the participants with the chance to correct any problems.
- Feedback needs to be given in a constructive and positive manner. Lead with a positive comment about the student's performance and then what needs to be corrected and end on a positive note.

Support and Assist Techniques:

- Assist participants from the front when practicing front floats and front glides.
- For the back float and back glide, assist by placing a hand under the head or neck. With younger participants you can use your shoulder if needed when on the student's front or back until confidence is gained. Then move to holding their hands or back of the head.
- You can use the side of the pool for support when practicing blowing bubbles, kicking, or rhythmic breathing.

Activity
1. Have participants demonstrate the various skills, and pair up and practice support and assist techniques in the water while giving feedback.

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PART 2: JES PROGRAM COORDINATOR ADMINISTRATION

Recruiting, Hiring, Scheduling, and Recognizing Swim Instructors

Program Coordinators need to understand how to:
1. Recruit swim instructors for local program needs.
2. Utilize local facility hiring processes.
3. Effectively schedule swim instructors for swim lessons.

Key Points:

Recruiting

- JES program coordinators should use care when recruiting new swim instructors.
- Recruiting swim instructors may be easier or harder depending on the time of year and whether your facility is seasonal or year round.
- Consider recruiting from existing swim team programs.
- Advertise for swim instructors through your local high schools, community colleges, and to parents who bring their children to swim lessons. Some parents could be excellent part-time instructors.

Hiring

- Familiarize yourself with the general laws governing your hiring practices. Work within your HR department if such exists.
- Basic requirements for employment must be the same for all applicants.
- All applicants must be asked the same questions, required to have the same qualifications, and asked to perform the same skills at the same level of proficiency.
- Experience, personality, and availability are things to be considered.
- Keep accurate records of all hiring practices.

Scheduling

- Scheduling personnel (swim instructors and possibly lifeguard) to cover the needed hours of operation and conduct programs can be a challenge.
- Be familiar with labor laws, including those regarding minors (under 18), as well as individual state laws.
- When determining number of personnel, remember to allow for coverage of required break times.
- Take into account the availability of your staff and times that they need off (e.g. vacation, etc…) during the course of lessons.
- After determining the size of your classes, and the number of classes you can comfortably schedule, and their length, you are ready to decide on the number of staff you need to efficiently operate the program.

Recognizing Performance

- The program coordinator should also seek to recognize instructors for merit.
- Recognition can take many forms
  - A personal note from the program coordinator congratulating swim instructors for achievements to help in maintaining high morale.
  - Social media post featuring the instructor
  - Create "swim Instructor day" – posting pictures and bio
  - Financial bonus based on performance
  - Providing snacks at meetings.
  - Putting candy in the swim instructor boxes.

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Appendices

Appendix A – Praesidium's Recommended Child Protection Policies

Appendix B – Sample Outline for a Swim Instructor Course

Appendix C – Sample Lesson Plans for 8-Day Sessions

Appendix A – Praesidium's Recommended Child Protection Policies

Contents

Appendices

I. Introduction

Statistics indicate that one in four girls and one in eight boys will be sexually abused by the time the youth reaches 18 years of age. And, contrary to what many people believe, the abuse is normally perpetrated by someone that the child knows—a teacher, a swim instructor, a little league coach, a child care worker, etc. The offender often gains access to the child through organized programs and activities. The offender gets to know the child and tests the child's boundaries to see how the child will respond. Next, the offender breaks the organization's policies and procedures by touching the child inappropriately, finding ways to spend time alone with the child, and eventually sexually abusing the child.

In establishing zero tolerance for abuse, Jeff Ellis Swimming (JES) has partnered with Praesidium Inc., a company that specializes in the prevention of sexual abuse, to create recommended policies that (1) set the stage for safe environments and (2) define acceptable and unacceptable personnel conduct. These policies and procedures also facilitate effective monitoring and supervision because personnel can recognize and take action when they see policy violations. Most importantly, these policies and procedures are designed to protect personnel from false allegations of sexual abuse. As safety must always be the first and primary concern for all facilities, the policies outlined in the manual are designed to protect children from abuse and those working in your facility from false allegations of abuse.

II. Recommended Code of Conduct for Your Facility's JES Programs

Children will be treated with respect at all times.

Licensed JES program coordinators and certified swim instructors will exhibit the highest professional standards and personal integrity.

Licensed JES program coordinators and certified swim instructors will conduct themselves in a manner that is consistent with the philosophy and objectives of JES.

Licensed JES program coordinators and certified swim instructors will not stare or comment on a child's body.

Licensed JES program coordinators and certified swim instructors will not have secrets with children.

Licensed JES program coordinators and certified swim instructors will not swear or tell off-color jokes.

Licensed JES program coordinators and certified swim instructors will not discuss with children their sexual encounters or in any way involve children in their personal problems or issues.

Licensed JES program coordinators and certified swim instructors will do their utmost to prevent abuse and neglect among children involved in JES activities and services.

Licensed JES program coordinators and certified swim instructors will not physically, sexually, or emotionally abuse or neglect a child.

Licensed JES program coordinators and certified swim instructors will share concerns about suspicious or inappropriate behavior with their supervisor.

Licensed JES program coordinators and certified swim instructors will obey the laws and report any suspected abuse or neglect of a child whether in or out of JES programs and whether perpetrated by JES personnel or others, to the state or local authorities.

Licensed JES program coordinators and certified swim instructors understand that JES has zero tolerance for abuse and agrees to comply in spirit and in action with this position.

Licensed JES program coordinators and certified swim instructors will accept their personal responsibility to protect children from all forms of abuse.

III. General Definitions

A. Client Facility and/or Personnel
For the purposes of these policies, the following are included in the definition of client facility:
1. All program coordinators.
2. All swim instructors.

B. Children
For the purposes of these policies, the following are included in the definition of children:
1. All JES participants
2. Siblings of JES participants

C. Types of Abuse
1. **Physical abuse** is non-accidental injury which is intentionally inflicted upon a child.
2. **Sexual abuse** is any contact of a sexual nature that occurs between a child and an adult. This includes any activity which is meant to arouse or gratify the sexual desires of the adult.
3. **Emotional abuse** is mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning.
4. **Neglect** is the failure to provide for a child's basic needs or the failure to protect a child from harm.

IV. Screening and Selection for Program Coordinators and Swim Instructors

All programs must adhere to screening and selection criteria required by your facility. The following are recommended items to be completed before an applicant is released to work with children.
1. A Standard Application.
2. A signed Code of Conduct.
3. A county criminal background check in all counties where the applicant has lived the last 10 years, a multi-state criminal background check, and a sex offender registry check.
4. Face-to-face interviews using behaviorally based standardized questions designed to assess for potential risk to abuse.
5. A minimum of three reference checks that include professional and personal references using behaviorally based questions that assess abuse risk. A family member may be included as a possible personal reference.

All of the above mentioned records must be documented in a personnel file.

V. Training Recommendations

Personnel who are trained in abuse prevention are more likely to understand their role as protector, to recognize the signs that abuse is occurring, and to report suspicious or inappropriate behaviors. Trained personnel are also less likely to place themselves in situations where they could be falsely accused.

In order to educate personnel in how to detect the warning signs of abuse, JES recommends that personnel complete the following training course:

A. General Training Curriculum Recommendations
1. Review the facility Code of Conduct for program coordinators and swim instructors.
2. Methods for monitoring locker rooms.
3. Methods for monitoring the pool area.
4. Things to look for when monitoring adult-to-child interactions in the pool.
5. Things to look for when monitoring child-to-child interactions in the pool.
6. Behavior management in the pool.
7. How to protect yourself from false allegations of abuse:
   - During swimming lessons.
   - When children need to be taken to the bathroom.
   - When staff and children are changing together before swim class.
8. Actions to take if there is a situation of concern.
9. How to report concerns about staff, parents, and children.

VI. Conduct with Children

The following policies are intended to assist personnel in making decisions about interactions with children in the facility's JES programs. For clarification of any guideline or to inquire about behaviors not addressed in this section, contact your supervisor.

A. General Conduct
1. Personnel will report unmanageable or unusual behavior of children to parents or legal guardians as soon as possible.
2. Personnel are prohibited from the use, possession, distribution, or being under the influence of alcohol, tobacco products, or any illegal drugs while in the presence of children.
3. Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture, or socioeconomic status. Personnel will portray a positive role model for children by maintaining an attitude of respect, patience, and maturity.
4. No personnel may date a student or become romantically or sexually involved with a student.
5. All personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with children.
6. Money or gifts will not be given to children, except for within the context of a group gift given to all children in celebration of special events or recognition.
7. Personnel will never be nude or inappropriately dressed in the presence of children. Personnel must be well groomed and appropriately dressed at all times.
8. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc.) in the presence of children.

B. Physical Contact

Praesidium recommends that all facilities implement a Physical Contact Policy that will promote a positive, nurturing environment while protecting children and personnel from misunderstandings. The following recommended guidelines are to be carefully followed by all personnel working with children.

1. Appropriate affection between personnel and children is important for a child's development and is a positive part of your facility's JES programs. The following forms of affection are regarded as appropriate examples:
   a. Side hugs
   b. Pats on the shoulder or back
   c. Handshakes
   d. "High-fives" and hand slapping
   e. Verbal praise

2. Some forms of physical affection have been used by adults to initiate inappropriate contact with children. In order to maintain the safest possible environment for children, the following are examples of affection that are NOT to be used:
   a. Full body hugs or lengthy embraces
   b. Kissing
   c. Touching bottoms, chests, or genital areas
   d. Showing affection in isolated areas of the program such as restrooms or locker rooms
   e. Wrestling with a child
   f. Tickling children
   g. Piggyback rides
   h. Any type of massage given by a child to an adult
   i. Any type of massage given by an adult to a child
   j. Any form of unwanted affection
   k. Compliments that relate to physique or body development (e.g. "You are really developing …")

C. Verbal Interactions with Children

Personnel are prohibited from speaking to children in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Personnel are cautioned against initiating sexually oriented conversations with children. Personnel are not permitted to discuss their own sexual activities with children or in the presence of children.

1. Appropriate Verbal Interactions:
   a. Positive reinforcement
   b. Appropriate jokes
   c. Encouragement
   d. Praise

2. Inappropriate Verbal Interactions:
   a. Name calling
   b. Discussing sexual encounters or in any way involving a child in the personal problems or issues of personnel
   c. Telling secrets
   d. Cursing
   e. Telling off-color or sexualized jokes
   f. Shaming
   g. Belittling
   h. Derogatory remarks
   i. Harsh language that may frighten, threaten, or humiliate a child

VII. Supervision of Your Facility's JES Programs

A. General Monitoring
1. A minimum of two screened adults should be available in each program facility.
2. The adult-to-child ratio should meet program guidelines and should be directly related to the goals of the program and the design of the facility.
3. The adult-to-child ratio should be adjusted for those programs that serve children with special needs.

B. Monitoring Higher-Risk Activities
One-on-One Interactions. Most abuse occurs when an adult is alone with a child. As a result, it is recommended that all your facility's JES programs prohibit personnel from being alone with a lone child. As stated in the JES manual, a lifeguard must always be present during lessons; therefore swim instructors should never conduct "private lessons" without another adult present.

If the facility does not prohibit one-on-one interactions, personnel should observe the following guidelines to manage the risk of abuse or false allegations of abuse:

a. Do not conduct private lessons at individual's homes.
b. Avoid physical affection that can be misinterpreted. Limit affection to pats on the shoulder, "high-fives," and handshakes.
c. Document any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.

1. **Managing Bathroom and Locker Room Activities**
   a. Ask parents to escort their own children to the restroom.
   b. Prohibit personnel from being alone with a child in the bathroom without the benefit of informal monitoring, such as keeping the door ajar, so passersby can see the personnel.
   c. Female staff should only assist female children and male staff should only assist male children with bathroom activities.
   d. Prohibit personnel under the age of 18 from assisting children with bathroom activities.
   e. Prohibit children from being in the bathroom alone for extended periods of time.
   f. Do not send large groups of children to the bathroom at one time.
   g. Prohibit personnel from changing in front of children.
   h. Prohibit personnel from showering with children.

     i.   Require personnel to check bathrooms prior to children entering and to stand with the bathroom door partially ajar while children are in the bathrooms.

     j.   Require personnel to periodically and consistently monitor bathrooms and locker rooms for suspicious or inappropriate behaviors.

     k.   Prohibit facility personnel from taking cameras and/or cell phones with them while escorting children to the restroom.

2. **Outside Contact.** Many cases of organizational abuse occur off-site and outside of regularly scheduled activities. Contacts outside of regularly scheduled activities may put children, personnel, and your facility at increased risk. Therefore, it is recommended that all your facility's JES programs prohibit personnel from having outside contact with children involved in your facility's JES program.

   If your facility does not adopt the above recommendations then the following procedures should be considered:

   a. Require personnel to submit any plans for outside contact in writing. The plan should include the date, time, activity, and names of children involved. Supervisors should identify for personnel what types of outside contact are appropriate and inappropriate.

   b. When participating in outside contact, require personnel to document their contacts with children for the week. The documentation should include the date, time, activity, and names of children involved and any unusual incidents.

   c. Any contact between personnel and children which takes place outside the context of scheduled activities or job description (phone calls, letters, or face-to-face conversations) will be permitted only with the express approval of the child's parents. Parents must be advised of the nature of the contact and that such contact is not part of your facility's JES activity.

   d. Any electronic communication with children including blogging or leaving comments on blogs, instant messaging, and use of social media sites is prohibited. All email communication with children should be copied and/or forwarded to supervisory personnel and parents and guardians.

VIII. Information for Parents and Children

A. Parent Orientation

Because parents and guardians of JES children are encouraged to observe JES programs, it is recommended that JES program coordinators conduct a parent orientation to inform the parents about (1) the JES philosophy and objectives and (2) your facility's policies specifically related to child abuse prevention. Once parents are made aware of your facility's policies and procedures, they can play a role in monitoring the interactions between facility staff and their children.

B. Parent Handbook

It is recommended that the program coordinator also provides the children's parents with a written handbook outlining the facility's policies and procedures related to child abuse prevention. This handbook should include the following at a minimum:

1. The Code of Conduct for program coordinators and swim instructors
2. How swim instructors should and should not touch participants during the lessons
3. The facility's policies related to outside contact
4. The facility's restroom and locker room procedures

C. Personal Safety Message for Children

It is the job of facility staff to protect children from abuse within your facility's JES program. However, the facility can still provide children with information about how to protect themselves from abuse. With the parents present, the program coordinator should provide the following Personal Safety Message to the children:

> My body belongs to me. If someone makes me feel uncomfortable, scared or hurt, or touches my private areas, I will yell "STOP" and GO TELL an adult who listens. I have a right to be safe. I deserve respect.

D. Feedback from Parents and Children

1. Formal Feedback

Praesidium recommends surveying children and their parents at the end of the lessons. These surveys should include items related to abuse risk management.

2. Informal Feedback

Praesidium wants all children to be safe and encourages parents to become part of the risk management team. Program coordinators should provide parents with the following script and questions to help parents assess the safety of their facility's JES programs:

> *As a parent, you can help to ensure the safety of your child by taking a few minutes every so often to ask your child some simple questions.*
>
> a. Is anyone touching you in a way that you don't like?
> b. Has anyone said anything to you that made you feel bad?
> c. Is anyone asking you to keep secrets?
> d. Is anyone scaring or threatening you?
>
> *If you have any concerns about how your child is being treated in our facility's JES program, please let us know. Thank you!*

IX. Reporting of Problems

A. Reporting of Inappropriate Behaviors with Children

Because JES is dedicated to maintaining zero tolerance for abuse, it is imperative that all facility staff participate actively in the protection of children. In the event that personnel observe any suspicious or inappropriate behaviors on the part of other personnel, it is their personal responsibility to interrupt the behavior and immediately report their observations.

Examples of suspicious or inappropriate behaviors could include: policy violations, neglectful supervision, seeking private time with children, taking children off-premises without adhering to procedures, buying gifts for individual children, poor role modeling, swearing, or making suggestive comments to children.

Instruct facility staff that if they witness these suspicious or inappropriate behaviors, they should follow this five-step process:

1. Spotlight the Situation.

   Introduce yourself by giving your name and position and ask the guest if you may be of assistance. Remain polite, courteous, and professional. A simple greeting lets the guest know that someone is watching. This will usually interrupt any improper goings-on.

2. Identify What's of Concern.

   For example, "You were observed bumping into children in the wave pool," or "A parent reported that you were videotaping her child without her permission."

3. Explain Why the Conduct is Inappropriate.

   For example, "You are making parents feel uncomfortable," "This area is just for children and their parents," or "That is against our policy."

4. Give the Guest Specific Instructions.

   For example, "Please leave this area," "Don't let that happen again," or "You will have to leave the pool."

5. Alert Park/Pool Management to the Situation.

   Management may decide to take further steps such as increasing surveillance, evicting the guest, or calling the police.

In addition, all inappropriate behaviors or policy violations that relate to interactions with children should be reported according to your facility procedures and chain of command.
Personnel may choose to report concerns anonymously by:

1. Submitting an anonymous, specific and verifiable letter of concern to one of the above-mentioned administrators.

2. Submitting a Confidential Notice of Concern (Appendix A2).

All reports of suspicious or inappropriate behavior with children will be taken seriously. If at any point in gathering information about suspicious or inappropriate behavior a concern arises that there is a possibility of abuse, the state authorities will be contacted and a report will be filed.

If at any point policy violations with children are confirmed, personnel will be subject to disciplinary action up to and including termination and possible prosecution. Disciplinary action will follow the Progressive Discipline Process outlined in these policies.

B. Reporting Abuse of Children

1. Emotional and sexual abuse may not have obvious signs and are difficult to ascertain. Concerns should be acted upon in cases where a sexual abuse incident is alleged to have occurred and in situations of deprivation or exposure to unwholesome or demoralizing conditions.

2. Personnel must report any suspected abuse or neglect of a child to the state authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or criminal liability as long as the report was made in good faith and without malice.

3. In addition to reporting to the state authorities, personnel are required to report any suspected or known abuse of children that may have been perpetrated by personnel. Reports of suspected or known abuse may be made confidentially to facility contacts.

4. When suspicious behavior, inappropriate behavior, or suspected abuse is reported to the state, the state will inform the facility whether they believe a crime has been committed that would require an investigation by civil authorities.

5. During investigations by state authorities or internal investigations by a third party, the personnel who is the subject of the investigation will be temporarily removed from facility responsibilities and duties.

6. Internal investigations will be documented. Documentation of internal investigations will be stored in the personnel file of the personnel who is the subject of the investigation and in the human resources file.

7. At the conclusion of an internal investigation for personnel, the results and recommendations will be submitted to *[INSERT COMMITTEE OR DEPARTMENT NAME HERE]*.

8. If abuse of a child is confirmed, the personnel will be subject to termination in accordance with the Progressive Discipline Policy, which provides for termination in cases of serious and major offenses.

9. If abuse of a child is confirmed through an internal investigation, the state and the police will be re-contacted and a follow-up report will be submitted.

10. If a JES program coordinator or swim instructor is found to be abusing a child, Ellis & Associates should be informed so that the JES License or certification can be revoked.

X. Recommended Progressive Discipline

A. Recommended Procedures

1. JES recommends that facilities maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all personnel are to be informed by their program coordinators of what is expected of them in the performance of their roles, how to conform to facility's policies, and how well their performance meets expectations.

2. When personnel performance or conduct does not meet the expectations of the facility, it is the responsibility of program coordinators to address the problem(s) in a timely and equitable manner. The recommended procedure would normally include four steps: 1) Counseling, 2) Formal Warning, 3) Probation, and 4) Termination.

3. All documents associated with the Progressive Discipline Procedure should be retained in the personnel file of the personnel.

4. In the event of an allegation of abuse, the program coordinator or Swim instructor should be temporarily removed as an instructor or coordinator pending an internal investigation.

B. Recommended Steps in Progressive Discipline

1. Counseling.
   A large portion of performance and conduct deficiencies are identifiable and in many cases, can be addressed and resolved through informal counseling between the program coordinator and the swim instructor. Effective counseling includes the following:
   a. Clear identification of the problem with specific examples,
   b. A mutually agreed upon action plan to resolve the problem,
   c. Documentation of the counseling and communication which is kept in the personnel file of the individual who receives counseling.

2. Formal Warning.
   Formal Warnings should be initiated when 1) counseling fails to resolve the problem, or 2) the problem is of such a serious nature that immediate and formal resolution is required.
   a. Formal Warnings should be documented using the following format:
      i. A specific statement of the problem.
      ii. Reference to any counseling that was attempted.
      iii. A statement of the policy that was violated.
      iv. A summary of corrective actions to be taken.
      v. A statement of the consequences of failure to resolve the problem(s).
      vi. A reasonable timeframe for resolution (often 15 to 30 days).
   b. Formal Warnings should be presented at a meeting with the program coordinator.
   c. Personnel should be required to sign the Formal Warning Document.
   d. Formal Warning Documents and all accompanying materials should be stored in the personnel file of the individual who receives the warning.
   e. If Formal Warnings relate to the organizational policies for the protection of children, Formal Warning Documents will be faxed to the appropriate facility department.

3. Probation.
   Probation is the third step in the Progressive Discipline Procedure prior to dismissal.
   a. Probation should be initiated when a warning process has not succeeded or when the misconduct is such that a second infraction would clearly warrant termination.
   b. The probation process consists of the same elements as the formal warning process with an emphasis on the fact that failure to meet the conditions of the probation will result in termination if significant improvement is not demonstrated consistently in the probation period (typically 30 days).
   c. A second Formal Warning Document should be completed when the personnel is placed on probation.
   d. At the successful conclusion of probation, personnel should be notified in writing that the individual is no longer in a probationary status.

4. Termination.
   Termination should be administered under one of two conditions:
   a. Failure to improve conduct during the steps of Progressive Discipline, or
   b. Serious and major offenses, including but not limited to, violations of the organizational policies for the protection of children.

Sample Code of Conduct

Children will be treated with respect at all times.

Facility staff will exhibit the highest professional standards and personal integrity.

Facility staff will conduct themselves in a manner that is consistent with the philosophy and objectives of JES.

Facility staff will not stare or comment on a child's body.

Facility staff will not have secrets with children.

Facility staff will not swear or tell off-color jokes.

Facility staff will not discuss with children their sexual encounters or in any way involve children in their personal problems or issues.

Facility staff will do their utmost to prevent abuse and neglect among children involved in your facility's activities and services.

Facility staff will not physically, sexually, or emotionally abuse or neglect a child.

Facility staff will share concerns about suspicious or inappropriate behavior with their supervisor.

Facility staff will obey the laws and report any suspected abuse or neglect of a child whether in or out of your facility's JES programs and whether perpetrated by facility staff or others, to the state or local authorities.

Facility staff understand that the facility has zero tolerance for abuse and agrees to comply in spirit and in action with this position.

Facility staff will accept their personal responsibility to protect children from all forms of abuse.

_____

Acknowledgment

I attended an orientation that describes and explains the organizational policies for the protection of children adopted by our facility. I understand and voluntarily agree to abide by these policies.

Please Print

Name: _____

Date: _____

Position: _____

Signature: _____

Recommended Confidential Notice of Concern

Confidential Notice of Concern

Individual of Concern _____

Date of occurrence _____Time of occurrence: _____

Type of Concern:

_____ Inappropriate behavior with a minor

_____ Policy violation with a minor

_____ Possible risk of abuse

_____ Other concern: _____

Describe the situation: What happened, where it happened, when it happened, who was involved, who was present, and who was notified? If reported to the State, what was their recommendation about investigating?

_____

_____

_____

_____

_____

_____

Has this situation ever occurred previously? _____

_____

What action was taken? How was the situation handled, who was involved, who was questioned, were police called?

_____

_____

_____

_____

_____

_____

What is the follow-up plan? Does anyone else need to be notified? Will the situation need monitoring? Would you like someone to call you to discuss this situation?

_____

_____

_____

_____

_____

_____

Submitted by: _____

Telephone number:_____

Location and address: _____

Signature: _____ Date _____

Reviewed by:_____ Date _____
       (Name & Title)

INDEMNITY STATEMENT

Praesidium, Inc. provides policy development to assist in the prevention of organizational abuse. However, it must be noted that no system can guarantee prevention of abuse.

When all recommendations are implemented and maintained, a risk for abuse *continues* to exist, as the problem of abuse is pervasive and no system to date can assure complete safety.

Accordingly, **PRAESIDIUM, INC. MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE AND MERCHANTABILITY, REGARDING THE SUCCESS OR FAILURE OF THE PRAESIDIUM POLICIES IN PREVENTING OR REDUCING THE INCIDENCE OF ABUSE.**

Appendix B – Sample Lesson Plan for
Swim Instructor Training Course for New Candidates

Course Agenda
(Approximately 12 Hours classroom and water, not including breaks)

Approx Time	Location	Activity
15 min	Classroom	Introductions/Icebreaker
15 min	Classroom	Program Philosophy and Roles
20 min	Classroom	Swim Instructor Prerequisites, Responsibilities of Swim Instructors and Program Coordinators
15 min	Classroom	Program Goals and Standards
40 min	Classroom	Swimming Levels and Safety
15 min	Classroom	Customizing Swim Programs
15 min	Classroom	Program Organization
15 min	Classroom	Communication and Evaluation
20 min	Classroom	5 Step Approach to Effective Teaching
20 min	Classroom	Swim Instructor Teaching Techniques
20 min	Classroom	Teaching Tips
20 min	Classroom	Interacting with Children and Personality types
15 min	Classroom	Equipment, Games, Songs Note – Overview. Additional time is spent later in the water
15 min	Classroom	In-Service Training
10 min	Classroom	Organizing Swim Lessons
35 min	Classroom	Lesson Planning
15 min	Classroom	Highlight Praesidium's Recommended Child Protection Policies and Sample Forms
45-60 min	Water	Swim Instructor Prerequisites Assessed
45-60 min	Water	Demonstrations, Feedback, Support and Assist Techniques
45-60 min	Water	Equipment, Games, Songs
90-105 min	Water	Lesson Plan – Teachback #1 Each teachback should be approximately 15 minutes and then allow for questions
90-105 min	Water	Lesson Plan – Teachback #2 Each teachback should be approximately 15 minutes and then allow for questions
15 min.	Class	Course Wrap up and Credentials Issued

Appendix C – Sample 8-Day Sessions for Learn – to – Swim Classes

Water Exploration and Safety Lesson Plans for 8-Day Session

Day 1
- Introductions/Safety
- Use a game/song to get the kids into the water
- Water over the head
  - Parents use a watering can to pour water starting with legs, arms, shoulders, back of head, and then over the head if children are comfortable
- Use a song to practice blowing bubbles
  - Like "Motorboat" or "Ring Around the Rosie"
- Introduction to the Front Float position
  - Song or Game
- Introduction to Back Float position
  - Song or Game
- Assisted Jumping in
- Introduction to exiting the pool on their own
  - Song

Day 2
- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Song to practice blowing bubbles
- Front float position
- Back float position
- Introduction to kicking
  - Song or game
- Assisted jumping in
- Exiting pool on their own
  - Song

Day 3
- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Song to practice blowing bubbles
- Front float position with blowing bubbles
- Add kicking to the front float position
  - Game or song
- Back float position
  - Song
- Assisted jumping in
- Exiting pool on their own
  - Song

Day 4
- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Review bubbles with game
- Front float position with bubbles
- Front float position with kicking movement
  - Song or game
- Back float position
  - Have parents reduce the support given. Move from head on shoulder position to a behind the neck and back support position.
- Assisted jumping in
- Exiting pool on their own
  - Song

Day 5

- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Bubbles with game
- If ready, see if children will put more than the mouth in the water while still blowing bubbles
- Front float position with bubbles or face in the water if child is ready
- Front float position with kicking movement
    - Song or game
- Introduction of arm movement
    - Game
- Back float position
    - Try adding kicking movement
- Assisted jumping in
- Exiting pool on their own
    - Song

Day 6

- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Bubbles with game
- If ready, see if children will put more than the mouth in the water while still blowing bubbles
- Front float position with bubbles or face in the water if child is ready
- Front float position with kicking movement
    - Song or game
- Front float position with arm movement and bubbles or face in the water
- Back float position with kicking movement
- Assisted jumping in
- Exiting the pool on their own
    - Song

Day 7

- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Bubbles with game
- If ready, see if children will put more than the mouth in the water while still blowing bubbles
- Front float position with bubbles or face in the water if child is ready
- Front float position with kicking movement, arm movement, and bubbles or face in the water
- Back float position
- Flipping front to back and back to front
    - Song
- Assisted jumping in
- Exiting the pool on their own
    - Song

Day 8

- Safety
- Game or song to get the kids into the water
- Water over the head with watering can
- Bubbles with game
- If ready, see if children will put more than the mouth in the water while still blowing bubbles
- Front float position with kicking movement, arm movement, and bubbles or face in the water
- Back float position with kicking movement
- Flipping front to back and back to front
    - Song
- Assisted jumping in
- Exiting the pool on their own
    - Song

Preschool Plan for 8-Day Session

Day 1
- Introductions
- Use a game to get the kids to get their faces wet
    - *Also use this time to see which kids are more willing and which ones are more timid.*
- Introduction of the Front Float
    - *Make sure to be positioned correctly.*
- Introduction of the front glide
    - *Use fun characters or objects to describe the front glide. For example, superman, rocket ship, or torpedo.*
- Jumping in
    - *Make sure the kids are jumping straight out and waiting their turn.*

Day 2
- Introduction of Bobbing
    - *Try having the kids do 5 bobs*
- Front Float
- Front glide
- Work on kicking for the front glide
    - *Again make sure you are in the correct position to assist the kids*
- Play a game with kicking (example Red Light Green Light)
- Jumping in

Day 3
- Bobbing – 8 bobs
- Front Float
- Front glide
- Front glide with kick
- Introduction of the back float
    - *Make sure you are positioned to hold from behind the head/neck and not from the side*
    - *Some kids don't like being on their backs so you can distract them by having them sing the "ABC Song" or "Twinkle Twinkle Little Star"*
- Jumping in

Day 4
- Bobbing – 10 bobs
- Front float
- Front glide with kick
- Back float
- Introduction of front crawl arms
    - *To describe how they should hold their hands you can call them ice scream scoops and the water is the ice cream*
    - *Participants can toss a toy out into the water and use their scoops to go get it—may need help the first few times*
    - *Make sure they have correct body position*
- Jumping in

Day 5
- ○ Bobbing – 10 bobs
- ○ Front glide
- ○ Front glide with kick
- ○ Front crawl arms with kick
  - *Make sure they have the correct body position and they are either putting their faces in the water or at least blowing bubbles*
- ○ Back float
- ○ Introduction of elementary backstroke
  - *You can use monkey–airplane–soldier or chicken–airplane–soldier to explain the movements of the arms and legs*
- ○ Jumping in

Day 6
- ○ Bobbing – 10 bobs
- ○ Back float
- ○ Elementary backstroke
- ○ Back glide with kick
- ○ Introduction of backstroke arms
  - *Hold the child behind the neck and help child with getting the motion of the arms*
- ○ Front crawl
- ○ Jumping in

Day 7
- ○ Bobbing – 10 bobs
- ○ Front glide with kick
- ○ Front crawl
- ○ Back glide with kick
- ○ Backstroke
  - *Make sure you are behind the child at the head/neck and not at the side*
- ○ Jumping in

Day 8
- ○ Bobbing
- ○ Front glide
- ○ Back glide
- ○ Front crawl
- ○ Backstroke
- ○ Jumping in and swimming strokes

Beginner Plan for 8-Day Session

Day 1
- Introductions
- Use a game to get the kids to get their faces wet
    - *Also use this time to see which kids are more willing and which ones are more timid.*
- Front Float
    - *Make sure to be positioned correctly when assisting.*
- Front glide
    - *Use fun characters or objects to describe the front glide. For example, superman, rocket ship, or torpedo.*
- Jumping in
    - *Make sure the kids are jumping straight out and waiting their turn.*

Day 2
- Bobbing
    - *Try having the kids do 5 bobs*
- Front Float
- Front glide
- Work on kicking for the front glide
    - *Again make sure you are in the correct position to assist*
- Use kickboards to practice kicking and blowing bubbles
- Play a game with kicking (example Red Light Green Light)
- Jumping in

Day 3
- Bobbing – 8 bobs
- Front Float
- Front glide
- Front glide with kick
- Back float
    - *Make sure you are positioned to hold from behind the head/neck and not from the side*
- Jumping in

Day 4
- Bobbing – 10 bobs
- Front float
- Front glide with kick
- Back float
- Front crawl arms
    - *To describe how they should hold their hands you can call them ice scream scoops and the water is the ice cream*
    - *They can toss a toy out into the water and use their scoops to go get it—may need help the first few times*
    - *Make sure they have correct body position*
- Jumping in

Day 5
- Bobbing – 10 bobs
- Front glide with kick
- Front crawl arms with kick
  - *Make sure they have the correct body position and they are either putting their faces in the water or at least blowing bubbles*
- Back float
- Introduction of elementary backstroke
  - *You can use monkey–airplane–soldier or chicken–airplane–soldier to explain the movements of the arms and legs*
- Jumping in

Day 6
- Bobbing – 10 bobs
- Back float
- Elementary backstroke
- Back glide with kick
- Introduction of backstroke arms
  - *Hold the child behind the neck and help them with getting the motion of the arms*
- Front crawl
- Jumping in

Day 7
- Bobbing – 10 bobs
- Front glide with kick
- Front crawl
- Back glide with kick
- Backstroke
  - *Make sure you are behind the child at the head/neck and not at the side*
- Jumping in

Day 8
- Bobbing
- Front glide
- Back glide
- Front crawl
- Backstroke
- Jumping in and swimming strokes

Advanced Beginner Plan for 8-Day Session

Day 1

- ○ Introductions
- ○ Bobbing – 15 bobs
- ○ Front glide
    Use fun characters or objects to describe the front glide. For example, superman, rocket ship, or torpedo.
- ○ Back glide
- ○ Front glide with kick
- ○ Back glide with kick
- ○ Front crawl – 25 yards
- ○ Backstroke – 25 yards
- ○ Jumping in

Day 2

- ○ Bobbing – 20 bobs
- ○ Front glide
- ○ Back glide
- ○ Front glide with kick
- ○ Back glide with kick
- ○ Kicking with kickboard – 50 yards
- ○ Front crawl – 25 yards x 4
- ○ Jumping in

Day 3

- ○ Bobbing – 20 bobs
- ○ Front glide with kick
- ○ Back glide with kick
- ○ Front crawl – 25 yards x 2
- ○ Backstroke kick with or without kickboard – 50 yards
- ○ Backstroke – 25 yards x 2
- ○ Jumping in

Day 4

- ○ Bobbing – 20 bobs
- ○ Front crawl – 25 yards
- ○ Backstroke – 25 yards
- ○ Elementary backstroke – 25 yards
- ○ Breaststroke kick with kickboard – 25 yards x 4
    Watch participants kick and give feedback. Make sure they are correcting any mistakes.
- ○ Breaststroke arms – 25 yards x 4
    Can use either pull buoys or noodles so the children can concentrate on their arms only.
- ○ Jumping in

Day 5
- o Bobbing – 25 bobs
- o Front crawl – 50 yards x 2
- o Breaststroke kick with kickboard – 25 yards
- o Breaststroke arms – 25 yards
- o Breaststroke – 25 yards x 2 or 3
    Demonstrate the timing of the stroke. Have the participants practice and give them immediate feedback to correct any mistakes. Continue to practice.
- o Backstroke – 25 yards
- o Elementary backstroke – 25 yards
- o Game

Day 6
- o Bobbing – 25 bobs
- o Front crawl – 50 yards
- o Elementary backstroke – 50 yards
- o Backstroke – 50 yards
- o Breaststroke – 25 yards x 2
- o Scissor kick
    Use a kickboard for support and have them lie on their side. Demonstrate the kick before you have them do it.
- o Sidestroke – 25 yards x 2
    Demonstrate the arms and then add the kick to it.
- o Game

Day 7
- o Bobbing – 25 bobs
- o Front crawl – 50 yards x 2
- o Backstroke – 50 yards
- o Breaststroke – 50 yards x 2
- o Sidestroke – 50 yards
- o Elementary backstroke – 50 yards
- o Treading water
    Demonstrate the different kicks that can be used, then have the participants practice
- o Game

Day 8
- o Bobbing – 25 bobs
- o Front crawl – 50 yards
- o Backstroke – 50 yards
- o Elementary backstroke – 50 yards
- o Breaststroke – 50 yards
- o Sidestroke – 25 yards
- o Treading water

Intermediate Plan for 8-Day Session

Day 1
- Introductions
- Bobbing – 25 bobs
- Practice rhythmic breathing using the wall
- Flutter kick with kickboard working on rhythmic breathing – 25 yards x 2
- Front crawl with rhythmic breathing – 25 yards x 2
- Backstroke – 50 yards
- Breaststroke – 50 yards
- Elementary backstroke – 50 yards
- Game

Day 2
- Bobbing – 25 bobs
- Kicking with kickboard – 50 yards
- Use barbells to work on front crawl arms with rhythmic breathing – 25 yards x 2
- Front crawl with rhythmic breathing – 25 yards x 4
- Flutter kick on back with or without kickboard – 50 yards
- Backstroke – 50 yards x 2
- Game

Day 3
- Bobbing – 25 bobs
- Breaststroke kick with kickboard – 50 yards
- Breaststroke arms with pull buoy – 50 yards
- Breaststroke – 25 yards x 4
- Elementary backstroke – 50 yards
- Front crawl with rhythmic breathing – 50 yards
- Game

Day 4
- Bobbing – 25 bobs
- Sidestroke kick with kickboard – 50 yards
- Sidestroke – 25 yards x 4
- Flutter kick with kickboard – 50 yards x 2
- Front crawl drill
- Front crawl – 50 yards x 2
- Game

Day 5
- ○ Bobbing – 30 bobs
- ○ Front crawl – 50 yards x 2
- ○ Backstroke – 50 yards x 2
- ○ Introduction of dolphin kick
  Demonstrate dolphin kick. The kick can be practiced with or without a kickboard.
- ○ Introduction of butterfly arms
  Demonstrate the butterfly arms and then have the participants practice.
- ○ Butterfly
  Demonstrate the full stroke and have the participants try to put it together.
- ○ Game

Day 6
- ○ Bobbing – 30 bobs
- ○ Front crawl – 50 yards x 2
- ○ Backstroke – 75 yards x 2
- ○ Breaststroke – 75 yards
- ○ Treading water
- ○ Game

Day 7
- ○ Bobbing – 30 bobs
- ○ Safety
  Go over safety poster with rules
  Do some reaching assists with and without equipment
- ○ Lifejackets
  Have all the participants get into the water with lifejackets on and explore moving around in them
- ○ Front crawl – 75 yards
- ○ Sidestroke – 50 yards
- ○ Game

Day 8
- ○ Bobbing – 30 bobs
- ○ Front crawl using rhythmic breathing the whole time – 50 yards
- ○ Backstroke – 75 yards
- ○ Elementary backstroke – 75 yards
- ○ Breaststroke – 50 yards
- ○ Sidestroke – 50 yards
- ○ Treading water
- ○ Game

Advanced Plan for 8-Day Session

Day 1
- Introductions
- Bobbing – 30 bobs
- Flutter kick with kickboard – 50 yards x 2 using rhythmic breathing
- Front crawl – 50 yards x 2
- Flutter kick on back – 50 yards x 2
- Backstroke – 50 yards x 2
- Game

Day 2
- Bobbing – 30 bobs
- Flutter kick with kickboard – 50 yards x 2 with rhythmic breathing
- Front crawl – 50 yards x 3
- Breaststroke kick with kickboard – 50 yards x 2
- Breaststroke – 50 yards x 3
- Game

Day 3
- Bobbing – 30 bobs
- Flutter kick on back with or without board – 50 yards x 2
- Backstroke – 50 yards x 3
- Sidestroke kick with kickboard – 50 yards x 2
- Sidestroke – 50 yards x 3
- Game

Day 4
- Bobbing – 30 bobs
- Front crawl – 50 yards x 3
- Elementary backstroke – 50 yards x 3
- Dolphin kick with or without board – 25 yards x 2
- Butterfly – 25 yards x 2
- Treading water
- Game

Day 5
- Bobbing – 30 bobs
- Front crawl – 75 yards x 2
- Flutter kick with board – 75 yards x 2
- Front crawl arms with pull buoy – 50 yards x 2
- Front crawl – 50 yards x 2
- Treading water
- Game

Day 6
- Bobbing – 30 bobs
- Backstroke – 100 yards
- Backstroke kick – 25 yards x 4
- Breaststroke – 100 yards
- Breaststroke kick – 25 yards x 4
- Butterfly – 25 yards x 2
- Dolphin kick – 25 yards x 2
- Game

Day 7
- Bobbing – 30 bobs
- Safety
  - *Go over safety poster with rules*
  - *Do some reaching assists with and without equipment*
- Lifejackets
  - *Have participants get into the water with lifejackets on and explore moving around in them*
- Front crawl – 50 yards x 2
- Backstroke – 75 yards
- Breaststroke – 50 yards
- Butterfly – 25 yards
- Game

Day 8
- Bobbing – 30 bobs
- Front crawl – 100 yards
- Backstroke – 100 yards
- Breaststroke – 100 yards
- Sidestroke – 100 yards
- Elementary backstroke – 100 yards
- Treading water