American Red Cross

Water Safety Instructor (WSI r.14) Course

Syllabus and Class Notes

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Your Name: ___________________________ Course Dates: _________________________

GENERAL WSI COURSE INFORMATION

Course Purpose: The purpose of the American Red Cross Water Safety Instructor (WSI) course (r.14) is to train you to teach courses and presentations in the American Red Cross Swimming and Water Safety program by developing your understanding of how to use course materials, conduct training, and evaluate participant progress.

Prerequisites: To enroll in this course, you must be:

- At least 16 years old
- Able to swim 6 strokes at Level 4 proficiency: front crawl, back crawl, elementary backstroke, sidestroke, and breaststroke for 25 yards each and butterfly for 15 yards
- Able to tread water and back float for 1 minute each

Completion Requirements: To receive a WSI certificate, you must:

- Successfully complete the Water Safety Instructor Online Course (all 9 rounds)
- Successfully complete the online Orientation to the Swimming and Water Safety Program
- Attend and actively participate in all course sessions and/or complete an authorized work plan
- Successfully complete class activities, including the required practice-teaching assignments
- Pass the final written exam with a score of 80% or better (40 correct out of 50 questions)

Maturity Requirement: You must also demonstrate throughout the course that you are mature and responsible by arriving at class on time at the start of class and after breaks, paying attention in class, completing assignments, behaving appropriately during all class activities, giving and receiving feedback when appropriate, and treating others with respect.

CHECKLIST OF MATERIALS TO BRING TO CLASS

Bring the following items to class:

☐ This Syllabus and Class Notes (printed out)
☐ Proof of age (at least 16 years old by the last day of the course)
☐ WATER SAFETY INSTRUCTOR (WSI) MANUAL (printed copy or electronic on a laptop or tablet)
☐ SWIMMING AND WATER SAFETY textbook (printed copy or electronic on a laptop or tablet)
☐ Completion page from the WSI Online Course (all rounds)
☐ Completion page from the Orientation to the Swimming and Water Safety Program
☐ Swimsuit and towel
☐ Pen or pencil
INTRODUCTION TO THE COURSE

Welcome to this American Red Cross Water Safety Instructor (WSI) course. While awaiting the start of class, please review page 1 of this document and prepare any questions about course pretesting, requirements, and logistics.

Also, be prepared to introduce yourself to the rest of the class by giving your name, the city where you live, and why you need to be WSI certified.

PRINCIPLES, BENEFITS, AND CHARACTERISTICS

The American Red Cross Swimming and Water Safety Program has key principles, benefits, and characteristics that are modeled in this training course.

Definitions
Use these definitions to distinguish between the principles, benefits, and characteristics in this section.

- **Principle:** A comprehensive and fundamental rule, belief, or assumption.
- **Benefit:** A good or helpful result or effect.
- **Characteristic:** A quality or trait that makes a person, thing, or group different from others.

Descriptions
Determine whether each of the following descriptions is a principle, a benefit, or a characteristic.

- By providing this program, everyone can have access to swimming/water safety training. □ Principle □ Benefit □ Characteristic
- The program results in greater safety awareness and self-reliance in and around the water. □ Principle □ Benefit □ Characteristic
- By tailoring classes to ability, we make sure everyone is successful. □ Principle □ Benefit □ Characteristic
- Skills are presented in a logical order that build on developmental and motor skill principles. The teaching approach is adapted to match the experience and abilities of participants. □ Principle □ Benefit □ Characteristic
- Swimming instruction can be planned, coordinated, and managed by each instructor for maximum flexibility. □ Principle □ Benefit □ Characteristic
- The vast majority of drowning deaths can be prevented through the application of programs like this one. □ Principle □ Benefit □ Characteristic
- As a result of this program, people of different ages and swimming abilities can learn how to swim. □ Principle □ Benefit □ Characteristic
COURSE RESOURCE MATCHING

Match each resource to its corresponding description.

<table>
<thead>
<tr>
<th>Resource Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Safety Instructor Manual</td>
<td>A. A DVD that provides model demonstrations of various swimming strokes, and starts, turns, and diving skills to be used as needed</td>
</tr>
<tr>
<td>Swimming and Water Safety textbook</td>
<td>B. An instructor manual for Safety Training for Swim Coaches</td>
</tr>
<tr>
<td>Swimming and Diving Skills DVD</td>
<td>C. A Web site with general information about the American Red Cross, its mission, and program and services</td>
</tr>
<tr>
<td>Teaching Swimming and Water Safety DVD</td>
<td>D. An app for mobile phones that helps teach adults about general water safety, allows parents/guardians to track their children’s progress through swimming lessons, and features a child-specific section with water safety messages.</td>
</tr>
<tr>
<td>Longfellow’s WHALE Tales K – 6 Educational Packet/DVD</td>
<td>E. A DVD that shows basic-level skill progressions and identifies performance milestones for the Learn to Swim program</td>
</tr>
<tr>
<td>Swim Lessons Achievement Booklet</td>
<td>F. A textbook about a wide spectrum of swimming activities</td>
</tr>
<tr>
<td>Swim Lessons Completion Card</td>
<td>G. A supplement designed to teach coaches safety responsibilities to meet the requirements of their profession</td>
</tr>
<tr>
<td>Swim Lesson Badges</td>
<td>H. The main resource for teaching the Red Cross Swimming and Water Safety Program</td>
</tr>
<tr>
<td>Safety Training for Swim Coaches Supplement</td>
<td>I. An educational packet and DVD for presenting water safety to K thru 6th grade students</td>
</tr>
<tr>
<td>Safety Training for Swim Coaches Instructor’s Manual</td>
<td>J. A database used by the Red Cross to provide instructor profiles and track instructor activities</td>
</tr>
<tr>
<td>Red Cross Swim mobile application</td>
<td>K. A Web site dedicated to Red Cross instructors</td>
</tr>
<tr>
<td>RedCross.org web site</td>
<td>L. A system for reporting courses taught by American Red Cross instructors</td>
</tr>
<tr>
<td>Instructor’s Corner web site</td>
<td>M. A certificate signed by the WSI and given to participants who complete a level in the Red Cross Parent and Child Aquatics Program, Preschool Aquatics Program, or the Learn to Swim Program</td>
</tr>
<tr>
<td>Red Cross Learning Center (Saba)</td>
<td>N. A booklet that enables WSIs to track the progress of participants in the Preschool Aquatics Program and the Learn to Swim Program</td>
</tr>
<tr>
<td>Red Cross Course Record Entry System</td>
<td>O. Additional opportunities for achievement (e.g., My First 25, etc.) during the Learn to Swim classes.</td>
</tr>
</tbody>
</table>
TEXTBOOK MATCHING EXERCISES

<table>
<thead>
<tr>
<th>Parts of the WSI Manual</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Administration ____</td>
<td>1. This part contains specific course outlines in Chapters 7 – 11.</td>
</tr>
<tr>
<td>Part B: Teaching Swimming and Water Safety ____</td>
<td>2. This part contains general information about administering and managing courses in the Swimming and Water Safety Program.</td>
</tr>
<tr>
<td>Part C: The Courses ____</td>
<td>3. This part provides explains how to recognize and reward participant achievement and to report courses to the Red Cross.</td>
</tr>
<tr>
<td>Part D: Course Completion ______</td>
<td>4. This part consists of Chapters 2 – 6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parts of S&amp;WS Textbook</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Being Safe Around the Water ______</td>
<td>A. This part starts with hydrodynamic principles and then basic skills; swimming strokes; entries, starts, and turns; and diving.</td>
</tr>
<tr>
<td>Part 2: Swimming Skills ______</td>
<td>B. This part contains chapters about water safety, including injury prevention and responding to aquatic emergencies.</td>
</tr>
<tr>
<td>Part 3: Aquatics for Health and Fitness ____</td>
<td>C. This part describes aquatics for people with health conditions and disabilities and a chapter about lifetime fitness and training.</td>
</tr>
</tbody>
</table>

TOPIC SCAVENGER HUNT

<table>
<thead>
<tr>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
</table>
| Course outline for Learn to Swim, Level 2 | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
| Description of a throwing assist    | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
| Diving progression skills          | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
| Lesson planning/class organization | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
| Components of a workout             | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
| Holding and support positions       | WSI Manual: □ Part A □ Part B □ Part C □ Part D  
COURSES A WSI CAN TEACH

In this section, you will learn about the courses and presentations a WSI can teach.

1. Mark the Swimming and Water Safety Course or Presentation you have been assigned.
   - Parent and Child Aquatics
   - Preschool Aquatics
   - Learn-to-Swim
   - Adult Swim
   - Basic Water Rescue
   - Safety Training for Swim Coaches
   - Personal Water Safety
   - Water Safety Today/Water Safety Presentations
   - Longfellow’s WHALE Tales
   - WSI Aide

2. Research the course or presentation and complete the following information:
   a. PURPOSE:
   b. HOURS/OPTIONS/LEVELS:
   c. INTENDED AUDIENCE:
   d. INSTRUCTOR RESOURCE: Where is the course outline or skill list?

3. Present a short presentation to the class about your assigned course or presentation.

4. Complete the table below with information from other presentations.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Purpose/Audience</th>
<th>Hours/Options/Levels</th>
<th>Instructor Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent &amp; Child Aquatics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool Aquatics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn-to-Swim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Swim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Water Rescue</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Safety Training for Swim Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Water Safety</td>
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<td>Water Safety Today</td>
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<tr>
<td>Water Safety Presentations</td>
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<td></td>
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</tr>
<tr>
<td>Longfellow’s WHALE Tales</td>
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<tr>
<td>WSI Aide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BONUS QUESTION:** Which courses and presentations are WSIs required to report to the Red Cross? __________
WSIM, CHAPTER 1: PROGRAM ADMINISTRATION

Swimming and Water Safety Program

1. The American Red Cross Swimming and Water Safety Program teaches people of all ages and varying abilities to _______________ and be ______________ in, on, and around water.

2. As a WSI, you must give careful attention to the ______________ of all participants.

3. The following statements summarize a policy statement by the American Academy of Pediatrics (AAP, 2010):
   a. Children need to _______________ to _______________.
   b. The AAP continues to support swim lessons for most children _____ years and older.
   c. A parent’s decision about starting swim lessons at a younger age must be _______________ based on several factors.
   d. Parents should be reminded that swim lessons will not provide “______________” for children of any age.

4. The general age guidelines for the Swimming and Water Safety Program are:
   a. Parent and Child Aquatics: _____ months to approximately ____ years of age
   b. Preschool Aquatics: approximately _____ to _____ years of age
   c. Learn-to-Swim: approximately _____ years of age through older _____________
   d. Adult Swim: approximately _______ years old through adults

5. To teach, you must be associated with an _______________ (AP) or _______________ (LTP).

Instructor Responsibilities

6. The first responsibility of a WSI is to provide for the ________________ and _______________ of all participants.

7. How should WSIs represent the Red Cross?

Facility Considerations

8. Facility considerations for swim lessons include the following:
   a. Courses may be modified if the water is too ________________ or too _______________.
   b. Headfirst entries should only be taught if the water is at least _____ feet deep.
   c. Infants, toddlers, and preschoolers should not be taught in ___________ water.

9. Be sure you understand your facility’s ________________ and ________________.

Staffing

10. The Red Cross recommends the following minimum instructor-to-participant ratios:
   a. Parent and Child Aquatics: 1:______ parent/child pairs
   b. Preschool Aquatics, Learn-to-Swim Lvl 1 – 3, and Adult Swim—Basics: 1:______
   c. Learn-to-Swim Lvl 4 – 6 and other Adult Swim levels: 1:______

11. What pages explain how to train and work with water safety instructor aides?

12. WSI aides must demonstrate the knowledge and skills for the level _________________.

13. An adequate number of ________________ should be on duty during swim lessons.

Records and Reports/Course Evaluation

14. You must report your teaching by submitting ________________.

15. How can participants and parents submit course evaluations directly to the Red Cross National Headquarters?
## CLASS SAFETY AND MANAGEMENT

### Activity #1 – Factors Affecting Class Safety

For each factor affecting class safety below, find the correct description (see WSIM, Chapter 1).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description of How the Factor Affects Class Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervision ______</td>
<td>A. This decreases the instructor-to-participant ratio, which makes the class more efficient and safer.</td>
</tr>
<tr>
<td>2. Instructor preparation ______</td>
<td>B. The swimming area should be cleared of hazards. Water must be properly filtered and chemically balanced.</td>
</tr>
<tr>
<td>3. Co-instructors/aides ______</td>
<td>C. Keep an accurate record of the courses you teach so you can verify you taught appropriate water safety information. Also, you must ensure that you turn in a course record for each certificate you issue.</td>
</tr>
<tr>
<td>4. Participants ______</td>
<td>D. You need to understand and follow facility guidelines so that classes are conducted according to best practices. You should also be aware of what to do in an emergency with your class in the water.</td>
</tr>
<tr>
<td>5. Equipment ______</td>
<td>E. By preparing for each class meeting, you can plan for safety and anticipate risks so you minimize or avoid them.</td>
</tr>
<tr>
<td>6. Environment ______</td>
<td>F. Flotation aids, kickboards, noodles, etc. must be in good repair and appropriate for the activity.</td>
</tr>
<tr>
<td>7. Facility policies/procedures</td>
<td>G. You must account for all students at all times. A lifeguard should also be on duty.</td>
</tr>
<tr>
<td>8. Records and reports ______</td>
<td>H. Learners can be taught class rules, pool rules, and safety concepts like the buddy system.</td>
</tr>
</tbody>
</table>

### Activity #2 – Making Good Safety Decisions

Select the best option for each class safety/management question.

**Question 1:** You were planning a lesson with life jackets in your Learn-to-Swim Level 2 class, but you forgot to bring them with you before class started. Now it is time to start practicing. What do you do?

- [ ] Option A: Leave the class at the edge of the pool while you track down enough life jackets.
- [ ] Option B: Complete the lesson using noodles as a substitute for life jackets.
- [ ] Option C: Adjust your teaching plan to do another skill and practice life jackets next time.
- [ ] Option D: Discuss life jacket safety but skip the practice.

**Question 2:** You are getting ready to practice life jackets with your six-participant class when you discover there are only three child life jackets; all the rest are for adults. What do you do?

- [ ] Option A: Have half the class use the child-size life jackets and then the other half.
- [ ] Option B: Use the adult-size life jackets so the lesson stays on time.
- [ ] Option C: Allow only half of the class to practice while the other half learns by observation.
- [ ] Option D: Discuss life jacket safety but skip the practice.

**Question 3:** As you help participants put on their life jackets, you realize one is torn and appears to be waterlogged. What do you do?

- [ ] Option A: You use it anyway because this is just a class exercise, not an actual emergency.
- [ ] Option B: You decide not to use the torn life jacket. You make a report about it later.
Activity #3 – Teaching Strategies

Answer the following questions about direct and indirect teaching strategies.

**Question 1:** True or False: The steps in the direct teaching strategy are explain, demonstrate, and practice.

**Question 2:** Direct or Indirect: The most commonly used strategy for teaching motor skills.

**Question 3:** Direct or Indirect: The strategy that requires the most creativity on the part of participants.

**Question 4:** True or False: Indirect teaching means letting participants have free time.

**Question 5:** Direct or Indirect: The strategy that provides the most structure and control.

**Question 6:** Direct or Indirect: The strategy during which the instructor acts as a learning facilitator.

**BONUS QUESTION:** You are teaching the safety topic “How to Call for Help.” A direct strategy for this topic would be to explain what 9-1-1 is and how to use it, demonstrate dialing and making a call, and then making participants practice dialing on a disconnected phone. How might you teach this topic using an indirect teaching strategy?

Activity #4 – Managing Groups and Individuals

Analyze the following scenarios and devise one or more possible solutions that enable you to manage the situation presented.

**Scenario 1:** This is the first day of a Learn-to-Swim Level 1 class. You have six participants in your class. As you check each participant, you find three who are eager to fully submerge their heads, while one other participant tries to do it but cannot and two others are fearful and unwilling to try. (Variables for this scenario include an aquatics coordinator on duty, multiple classes of different levels in the water at the same time, and additional personnel available.)

**Scenario 2:** This is the second day of a Learn-to-Swim Level 2 class. You have six participants. One boy seems particularly fearful of practice time in deep water. Another boy, seated next to the fearful boy, is mocking his classmate for being afraid in a bullying tone. What should you do?

**Scenario 3:** This is the fourth day of teaching a Learn-to-Swim Level 3 class. You have six participants. These participants have bonded; they really enjoy being classmates. Two participants in particular are consistently going underwater when you are trying to explain something and are playing a great deal in class. What should you do?

**Scenario 4:** A parent approaches you and asks: “Why are you spending so much time sitting on the deck talking and playing with life jackets? I paid for swim lessons, and it does not seem like the children are swimming much.” What do you say or do?
# PRACTICE TEACHING ASSIGNMENTS

One of the completion requirements of the WSI course is to deliver four practice teaching exercises.

<table>
<thead>
<tr>
<th>#</th>
<th>Preschool Aquatics Topic (WSIM, Ch. 8)</th>
<th>LTS Stroke Topic (WSIM, Ch. 9)</th>
<th>LTS Advanced Topic (WSIM, Ch. 9)</th>
<th>Safety Topic (S&amp;WS, Ch. 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Water Entry/Exit (Lvl 1)</td>
<td>Front Crawl Arms (Lvl 3)</td>
<td>Breaststroke Turn and Pull Down (Lvl 6)</td>
<td>Walking Assist</td>
</tr>
<tr>
<td>2</td>
<td>Submerge Mouth, Nose, and Eyes (Lvl 1)</td>
<td>Breaststroke Kick (Lvl 3)</td>
<td>Front Crawl Open Turn (Lvl 4)</td>
<td>Wading Assist</td>
</tr>
<tr>
<td>3</td>
<td>Front Glide and Recovery (Lvl 1)</td>
<td>Elementary Back (Lvl 3)</td>
<td>Back Crawl Open Turn (Lvl 4)</td>
<td>Head Splint</td>
</tr>
<tr>
<td>4</td>
<td>Assisted Back Glide and Recovery (Lvl 1)</td>
<td>Scissors Kick (Lvl 3)</td>
<td>Front Flip Turn (Lvl 6)</td>
<td>Throwing Assist</td>
</tr>
<tr>
<td>5</td>
<td>Supported Roll from Front to Back (Lvl 1)</td>
<td>Sidestroke (Lvl 4)</td>
<td>Back Flip Turn (Lvl 6)</td>
<td>Reaching Assist, No Equipment</td>
</tr>
<tr>
<td>6</td>
<td>Supported Alternating Arm Action Front (Lvl 1)</td>
<td>Breaststroke Arms/Timing (Lvl 4)</td>
<td>Feet First Surface Dive (Lvl 4)</td>
<td>Reaching Assist with Equipment</td>
</tr>
<tr>
<td>7</td>
<td>Supp. Simultaneous Arm Action Front (Lvl 1)</td>
<td>Back Crawl Arms (Lvl 4)</td>
<td>Pike and Tuck Surface Dives (Lvl 5)</td>
<td>Hip &amp; Shoulder Support</td>
</tr>
<tr>
<td>8</td>
<td>Supp. Combined Arms/Legs Front (Lvl 1)</td>
<td>Dolphin Kick (Lvl 4)</td>
<td>Circle Swimming (Lvl 6-F)</td>
<td>HELP/Huddle</td>
</tr>
<tr>
<td>9</td>
<td>Supp. Simultaneous Arm Action Back (Lvl 1)</td>
<td>Butterfly Arms/Timing (Lvl 4)</td>
<td>Various Training Techniques (Lvl 6-F)</td>
<td>Survival Float/Swim</td>
</tr>
<tr>
<td>10</td>
<td>Supported Alternating Leg Action Back (Lvl 1)</td>
<td>Underwater Swimming (Lvl 4)</td>
<td>Aquatic Exercise (Lvl 6-F)</td>
<td>Deep Water Removal</td>
</tr>
</tbody>
</table>

To complete this requirement:

1. Obtain a Group Letter and Assignment Number. Write them here: ________ ________.
2. Identify your assigned topics using the Assignment Number given in Step 1.
   a. Using your Assignment Number, find a row of topics in the table above. You should have a Preschool Aquatics Topic, a LTS Stroke Topic, a LTS Advanced Topic, and a Safety Topic.
   b. Make sure you understand the topic and the program level assigned.
3. Research each topic by going to the chapter indicated and level indicated, locating the topic, and reading about it.
   a. Create an age-appropriate 5 – 7-minute lesson for each Topic. The Preschool Topic will be taught to 4 – 5 year olds; the LTS Stroke Topic will be taught to school age children; the LTS Advanced Topic will be taught to an older youth; and the Safety Topic will be taught to an adult learner.
   b. Be ready to present the Preschool and LTS Stroke Topics on Saturday and LTS Advanced and Safety Topics on Sunday.
4. Present each lessons to your assigned group and participate as a student.
5. Following each lesson, hold a brief “instructor” evaluation. Let the instructor self-evaluate, then have students provide positive and constructive feedback about the instructor’s presentation, and then allow the instructor-trainer to provide additional comments as necessary.
6. After each practice teaching assignment, write a brief self-assessment (see page that follows).
EVALUATING TEACHING EXERCISES/SELF-ASSESSMENT

**Evaluation Checklist**

Use the following four aspects of teaching to evaluate yourself as an instructor and to provide feedback to others in the WSI class.

**Knowledge of the Subject**

The instructor:

- Presents the topic correctly
- Answers what, how, and why
- Explains related safety info
- Provides feedback/answers questions

**Class Planning/Organization**

The instructor:

- Makes a plan for presenting the topic
- Ensures participant safety
- Makes sure all can see and hear
- Uses formations appropriately

**Teaching Strategy/Methods**

The instructor:

- Understands the concept of readiness
- Uses an appropriate teaching strategy:
  - Uses appropriate practice structure
  - Effectively applies MARS
  - Develops/uses photographic eye

**Personal Presentation**

The instructor:

- Speaks clearly
- Uses age-appropriate language
- Expresses positivity and enthusiasm
- Displays effective verbal/nonverbal communication

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**Self-Assessments**

**Preschool Topic**

Knowledge of Subject: E E S NI
Planning/Organization: E E S NI
Teaching Strategy: E E S NI
Personal Presentation: E E S NI
Comments:

**LTS Stroke Topic**

Knowledge of Subject: E E S NI
Planning/Organization: E E S NI
Teaching Strategy: E E S NI
Personal Presentation: E E S NI
Comments:

**LTS Advanced Topic**

Knowledge of Subject: E E S NI
Planning/Organization: E E S NI
Teaching Strategy: E E S NI
Personal Presentation: E E S NI
Comments:

**Safety Topic**

Knowledge of Subject: E E S NI
Planning/Organization: E E S NI
Teaching Strategy: E E S NI
Personal Presentation: E E S NI
Comments:
SWIMMING STROKES, STARTS, TURNS, AND DIVING

Fill in the blanks below.

Swimming Strokes
1. What are the four competitive strokes? What are the three resting strokes?
2. What is another name for the freestyle? The backstroke? (What is the freestyle event?)
3. What are the three parts of the power phase of a swimming stroke? ______________________
   and _______________________. During the ______________________, hands are beginning to apply effective force.
4. Which two strokes employ body roll?
5. Which three strokes employ a glide?
6. Which stroke has the following timing: “Pull and breathe, kick and glide”?
7. Which stroke features arm and leg actions that are both simultaneous and symmetrical?
8. What causes the knees to break the surface in the elementary back?
9. Which stroke uses two kicks for each arm stroke?
10. Which stroke uses two arm strokes for each kick and glide?
11. While swimming, why should you keep the head aligned with the body?
12. Which competitive strokes have a more efficient mid-pull? Finish?
13. Which four kicks are used in the six strokes?
14. In what part of the body does the flutter kick originate?
15. What kick is used in water polo? What is another name for that kick? Is this kick used for swimming?
16. Which kicks are not taught as an option for treading water?

Starts/TURNS/Diving
1. What three racing starts are shown in the “Starts” video?
2. Most competitive rules require the __________ to be underwater during the backstroke start.
3. How are the front and back flip turns similar and different?
4. After the entry and each turn in a breaststroke race, what is the swimmer allowed to do?
5. What are the steps in learning to dive from the side of the pool?
6. What is the difference between the shallow dive and a standing dive?
7. What is the most important reason to be aware of diving safety rules?
REVIEWS HOW HYDRODYNAMICS APPLIES TO SWIMMING (S&WS, CHAPTER 4)

The most effective way to improve the efficiency of swimming strokes is to apply hydrodynamic principles to stroke performance. Review Swimming & Water Safety, Chapter 4.

Buoyancy
1. __________________ is the upward force that water places on an object. This force opposes the downward force of __________________________.
2. Archimedes’ principle states that the buoyant force on an object in a fluid is equal to the __________________________ of the fluid displaced.
3. What is specific gravity? What is the specific gravity of pure water?
4. What body tissue is lighter than water?
5. When the center of mass in the body is directly below the center of buoyancy, the person is able to float in a ____________________________ position. This happens because these opposing forces act on the body along the same __________________________.
6. If the center of mass is not directly below the center of buoyancy, the body will __________________________ until it achieves this alignment.
7. In a standing position with arms at the sides, the center of mass for most people is located near the ______________ and the center of buoyancy is located in the ________________.

Drag
8. ________________ drag is resistance created by a swimmer’s body shape as the swimmer moves through the water. How can you reduce this type of drag?
9. ________________ drag is resistance caused by turbulence in the water. How can you reduce this type of drag?
10. ________________ drag refers to resistance caused by a swimmer’s surface as it moves through the water. How can you reduce this type of drag?

Propulsion
11. The action of pushing or driving forward is ________________________________. The two types in swimming are ___________________________ and ___________________________.
12. ________________ propulsion is based on Newton’s third law of motion, which states that for every __________________________ there is an equal and opposite __________________________.
13. In swimming, your limbs act as ________________ to push water backward and move your body forward. To create the greatest drag propulsion, your hands and forearms should face toward your __________________________.
14. Lift propulsion occurs in swimming when fluid particles ________________________ or ____________________________ to stay parallel with the particles on the other side of the object. The faster moving particles tend to __________________________ the object.
15. __________________________ is an example of lift propulsion.

Newton’s First and Second Laws (Inertia and Acceleration)
16. The law of inertia, states that external force is needed for which three actions?
17. How can body position, gliding, and incorrect stroke mechanics affect inertia?

18. The law of acceleration, states that the speed of an object depends on the amount of __________________________ applied and the __________________________ of that force.

Law of Levers
19. In swimming, arms, legs, and other body parts can act as __________________________.
20. The law of levers suggests that, to be effective, forces of propulsion should be applied __________________________ to the body.
Developmental Principles of Learning Motor Skills

1. Motor skills are motions carried out when the _________________________ system and _________________________ work together.

2. Natural patterns called _________________________ ________________________ contribute to how motor skills change throughout our lives.

3. Changes in motor skills happen in a _____________________________________ order.

4. Over time, actions become more closely _________________________ with other related actions.

5. One key difference between beginning and skilled swimmers is the degree to which they can _________________________ their arm stroke, leg kick, and breathing.

6. With practice, experience, and feedback, participant arm and leg patterns will change and become more _________________________ and _________________________.

7. The way motor skills change over time can be observed by _________________________ outcomes as well as by observing changes in how the skill is _________________________ or the _________________________ of skills performed.

Stages of Learning Motor Skills

8. The early stage of learning is marked by _________________________, _________________________ movements that learner consciously tries to control.

9. In the intermediate stage, the learner _________________________ movements being learned with those already known. The behavior still varies, but it looks and feels _________________________.

10. In the advanced stage, movements are _________________________ and _________________________. The learner does not need to “think” about what he/she is doing.

Helping Participants Learn

11. When you lead participants through the Red Cross Swimming and Water Safety Program, you are using a teaching strategy that is _________________________, _________________________, and _________________________.

12. What are two ways to present goals clearly?

13. What are four strategies to communicate effectively?

14. _________________________ is essential for learning and improving motor skills.

15. What are two strategies for making corrective feedback more positive?

16. _________________________ is the drive that keeps a person moving toward a goal.... The most powerful motivator for everyone is meaningful _________________________.

17. What page has water temperature guidelines for swim lessons?

18. Name one psychological factor to foster an environment of trust.

Teaching Strategies

19. Explain-demonstrate-practice is a commonly used _________________________ teaching strategy.

20. _________________________ teaching styles, like active exploration, take advantage of the method by which people learn best.
WSIM, CHAPTER 3: PLANNING AND ORGANIZING COURSES

Planning a Course Session

1. A _____________________ ______________________ consists of several lessons or classes.
2. When planning a course session, first create a __________________ plan and then use it to create individual __________________ plans.
3. The most important factor to consider when planning is ____________________________.
4. Name one planning factor to consider related to the course session.
5. Name a planning factor related to the participant.
6. COLA stands for __________________, ________________________, __________________, and ______________________. Use COLA to establish a baseline skill level for each participant.
7. A block plan gives you a day-to-day ________________________________ of the course session across all lessons. By planning the main parts of your course from beginning to end, you set up ___________________________ learning sequences and ensure that all required _________________ information and ________________________ are included.
8. One of the easiest ways to make a block plan is the ____________________________ approach.

Organizing the Class

9. To organize a class for effective learning, always organize the class so that everyone’s ______________ is considered and you can see _________ participants at _______ times; everyone can be ________________ and challenged; everyone can ______________ and _______________; everyone has an opportunity for enough _______________; and everyone has the opportunity to be ________________ for improvement.
10. __________________________ are ways to arrange participants for observation and practice.
11. Demonstrations should be clearly _________________________ to all ____________.
12. Use individual instruction when you need to give participants ________-on-________ attention.

Holding and Support Techniques

13. Holding provides __________________ and __________________________ to participants while they explore the water and practice new skills.
14. Seven important concepts to remember when employing support are:
   a. Establish __________________________.
   b. Hold participants ________________________, not _________________________.
   c. Once the participant adjusts to the water, keep the participant at the appropriate __________________ for practice to avoid temperature changes.
   d. Smoothly move the participant in the appropriate ______________________ of travel to help him/her get used to the sensation of moving forward in a horizontal position.
   e. When the participant feels fear or anxiety, hold the participant in a position that he/she finds ____________________________ and ______________________________.
   f. Make __________________________ while interacting with the participant.
15. Focus of the safety of the ____________________________ ________________________ while providing support to an individual. Always position yourself so you can see the ____________________________ __________________________.
PLANNING LESSONS

The three main tools used for planning lessons are the block plan, daily lesson plans, and skill checklists.

**Course Planning Forms for WSI**

**Block Plan Detail — Day 1**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Topic</td>
<td>Intros, Class rules</td>
</tr>
<tr>
<td>Review Skills</td>
<td>Lvl 2 skills (submerge, unsupported front glide)</td>
</tr>
<tr>
<td>New Skills</td>
<td>Enter/exit pool Blowing bubbles Bobbing</td>
</tr>
</tbody>
</table>

On Day 1, these are skills from previous level (or Level 2 for a Level 1 class).

Skills are listed here when introduced and then subsequently in the Review Skill column.

**Block Plan**

Block plan is a 1-page, static overview of the course showing skills to be presented each day.

**Block plan calculations:**

- 10 lessons x 30 minutes = 300 minutes
- 10 safety topics x 2 minutes = 20 minutes
- 300 minutes - 20 minutes = 280 minutes for skills
- 20 skills/280 minutes = 1.4 min per skill
- 20 skills/10 lessons = 2 new skills per lesson

A skill checklist tracks the progress and attendance of each participant. The "X" indicates "pass" and the "O" indicates the student was present but did not pass the skill yet.

**Lesson Plan**

**LTS Lvl 1 — Session 1 (9:00 – 9:30 a.m.)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:05</td>
<td>Introductions (Say your name and favorite swimming animal)</td>
</tr>
<tr>
<td>9:05 – 9:10</td>
<td>Class rules (mop place, teacher 1st in/last out, hold the wall, etc)</td>
</tr>
<tr>
<td>9:10 – 9:15</td>
<td>Enter the pool (ladder or steps – follow the leader)</td>
</tr>
<tr>
<td>9:15 – 9:18</td>
<td>Level 2 testing (submerging and front glide)</td>
</tr>
<tr>
<td>9:18 – 9:23</td>
<td>Secret bubbles (stop if anyone is looking)</td>
</tr>
<tr>
<td>9:23 – 9:28</td>
<td>Bobbing (Talk to fishes, listen to birds)</td>
</tr>
<tr>
<td>9:28 – 9:30</td>
<td>Good-bye! suit the pool</td>
</tr>
</tbody>
</table>

Lesson plans are expanded outlines of a single day of the course, including time estimates, key word details, and logistics/formation. Lesson plans are fluid, each Level 1 class may be different.

**Skill Checklist**

<table>
<thead>
<tr>
<th>Session 1 — 9 am</th>
<th>Skills</th>
<th>Susie</th>
<th>Jose</th>
<th>Ethan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lvl 2 Tests</td>
<td>L3+</td>
<td>L3</td>
<td>L3</td>
<td></td>
</tr>
<tr>
<td>Enter the water</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Exit the water</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bubbles</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bobbing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieve object</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supp. fr. float</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supp. bk. float</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Front arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Front kicks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity – Block and Lesson Planning

For this activity, the class will be divided into small groups and each group will be given a Learn-to-Swim level. Write your group’s assignment here: ______________. You will work with your group to create a 4-day or 8-day block plan and a single lesson plan for the first day. Use the spaces below or a separate sheet of paper to write out your plan. Be prepared to go over your plan with the rest of the class.

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tr>
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<td>Safety Topic</td>
<td>Safety Topic</td>
<td>Safety Topic</td>
<td>Safety Topic</td>
</tr>
<tr>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
</tr>
<tr>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
</tr>
<tr>
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<td>New Skills</td>
<td>New Skills</td>
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<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>New Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Equipment</td>
<td>Equipment</td>
<td>Equipment</td>
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<tr>
<td>Safety Topic</td>
<td>Safety Topic</td>
<td>Safety Topic</td>
<td>Safety Topic</td>
<td>Safety Topic</td>
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<tr>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
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<tr>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>Rvw Skills</td>
<td>New Skills</td>
<td>New Skills</td>
</tr>
</tbody>
</table>

### Day 1 Lesson Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Topic/Teaching Info</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WSI Course Syllabus and Study Guide—Page 16
**WSIM, Chapter 4: Integrating Water Safety into the Courses**

1. The concept of water safety should be a(n) ______________ part of an aquatics program.

2. ______________ ______________ can be augmented to meet local needs and address current events.

3. Sharing water safety information with parents is important because parents who are educated in water safety can more safely ______________ their children.

4. What page contains a list of safety topics and recommended swimming classes for each topic?

5. Where is each water safety topic expanded?

**WSIM, Chapter 5: Teaching People of Different Ages**

**Infants and Young Children**

1. According to Table 5-1, which age group begins to experience stranger/separation anxiety?

2. Infants and young children may respond better to ______________ or physical ______________ than to verbal descriptions and commands.

3. Preschool-age kids often respond to simple ______________ rather than firm directions.

4. Young children who are fearful or crying may respond to soothing, playful verbal ______________ that attract their interest.

**School-age Children**

5. Children of this age are accustomed to the structure of ______________ activities.

6. When working with school-age children, respect their ______________ and maintain openness to differing ______________ of ______________.

**Adults**

7. Adults differ from children in their ______________ to learning. Adults already have many ______________ they rely on when learning.

8. When teaching adults, you should plan ______________ them, not ______________ them.

**WSIM, Chapter 6: Teaching People Who Move, Learn, Communicate, or Behave Differently**

**Aquatic Programming Options**

1. For people who move, learn, communicate, or behave differently, aquatics programming options range from _______________ programming (mainstreaming, integration, or inclusive programming) to one-on-one instruction in a _______________ aquatics program.

2. Adding an additional instructor or aide helps to improve the lesson by _______________ the instructor-to-participant ratio.

3. The American Red Cross strives to _______________ participants of all abilities into _______________ swim lessons whenever possible.

**Helping Participants Succeed**

4. All potential participants in Red Cross classes should be fairly and consistently _______________.

5. If there is any question whether the person can handle the physical, emotional, and social demands of the program, you can conduct a _______________.

6. You must create and maintain an environment that is _______________ to learning.

7. When considering a modification to a stroke with an individual with a physical disability, instructors should allow participants to try several _______________.

8. Learning is enhanced when participants feel _______________ with their instructor.
RED CROSS POLICIES/PROCEDURES

Steps to Take After Class
After our class is over, you must take certain steps before you can teach American Red Cross courses:

☐ Verify and print your WSI certificate.
   1. Log into the Red Cross Learning Center at https://classes.redcross.org/Saba/Web/Main.
   2. Click My Learning.
   3. Click My Transcript.
   4. Verify that the date range includes the end date of the WSI course. Click Search.
   5. Locate the WSI course.
   6. In the Completion Status column, click Print Certificate of Completion. A new window appears with your certificate. Click the Print link on the right.

☐ Connect with one or more organizations.
   • To teach any course in the Swimming and Water Safety Program, you must be associated with an organization recognized by the American Red Cross as a provider of its services.
     o Authorized providers (APs) include institutions, government agencies, nonprofit organizations, camps, etc. that have signed an AP Agreement with the Red Cross.
     o Licensed training providers (LTPs) are for-profit businesses that have entered into an LTP Agreement with the Red Cross.
   • You may be associated with any number of AP and LTP organizations at the same time.

☐ Create an account on Instructor’s Corner.
   2. Click New User Registration.
   3. Fill in all required fields under Your Company Information and Your Personal Information. Make sure you enter a username and password you will remember.
   4. Click the Yes option button, indicating you are an instructor and want access.
   5. Click Submit Registration Now.
   6. Log into Instructor’s Corner to verify your username and password is working.

☐ Get prepared to teach.
   • Learn the facility’s policies and procedures related to teaching swimming lessons, including pool rules; programs, schedules, assignments, and pool space; and emergency action plans.
   • Develop block plans, lesson plans, and skill checklists for your class assignments
   • Make use of resources like achievement booklets, completion cards, etc.
   • Do the Orientation to Safety Training for Swim Coaches on Instructor’s Corner before teaching that course for the first time.

☐ After teaching a course, report your teaching activity using the Red Cross Course Record Entry System.
   • For Parent and Child Aquatics, Preschool Aquatics, Learn-to-Swim, and Longfellow’s WHALE Tales, you may enter the course and the number of participants only.
   • For Basic Water Rescue, Safety Training for Swim Coaches, Personal Water Safety, Water Safety Today, etc., you must also enter participant names and emails so certificates can be issued.
   • Participants are graded as Successful, Not Successful, or Not Evaluated.

☐ 90 days before your WSI certificate expires, answer an email from the Red Cross to renew your certificate.
   • Make sure the Red Cross has your current email address. Watch for this email.
   • Click the link in the email to go to a recertification page.
   • Be sure to answer that you have taught a qualifying course.
   • Answer at least 80% of the questions about the WSI program correctly and then click Submit.