GENERAL 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
• Successfully complete the online Orientation to the Swimming and Water Safety Program
• Download/Print all required Course Manuals and Class Forms
• 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.

PRE-CLASS WORK

The following pre-class work must be completed prior to the first day of class. Allow several days to do the pre-class work incase you have any issues with the online course.

To complete the Pre-Class work, visit http://www.safeswim.com/wsi-certification/
1. Complete the WSI online course
2. Complete the Swimming & Water Safety Orientation
3. Print the Class Forms
4. Download the Course Manuals
5. Print the Study Guide

Note: Those who have not completed the pre-class work will NOT be allowed to continue in the WSI class.

WHAT TO BRING TO CLASS

• Proof that you are at least 16 years old
• Completed Registration form (printed)
• Online WSI course completion report (printed - round 6 due of Saturday, round 9 due of Sunday)
• Signed completion page from the Orientation to the Swimming and Water Safety Program (printed)
• Water Safety Instructor Manual (digital or printed copy)
• Swimming & Water Safety Manual (digital or printed copy)
• WSI Study Guide (printed copy)
• Stroke Performance Charts: Level 1 – Level 6 (digital or printed copy)
• Swim suit, towel, and dry comfortable clothes
AFTER CLASS

PRINT YOUR CERTIFICATION
Once the Red Cross has approved the course record (which can take up to 5 business days), your certification will be available in the Learning Center (Saba): https://classes.redcross.org/
- Profile Login
- Click My Learning; Click My Transcripts; Print Certification
Note: If you cannot remember your username and password, contact the Red Cross Training Support Center at 1-800-Red-Cross

INSTRUCTOR ALIGNMENT
Prior to conducting a Red Cross course, Instructors must be aligned with one of the following:

Authorized Provider - AP
Non Profit agencies that do not make a profit from courses taught. For info contact 1-800-Red-Cross
--or--

Licensed Training Provider - LTP
For Profit agencies that will make a profit from courses taught. Companies are required to submit an LTP business plan and receive approval by the American Red Cross prior to teaching any courses. The LTP Business Plan agreement may be completed online: http://www.redcross.org/take-a-class/licensed-training-authorized-providers

RESOURCE FOR PLANNING AND CONDUCTING COURSES
- Water Safety Instructor Manual
- Swimming and Water Safety Manual
- Instructors Corner - https://www.instructorscorner2.org/
  - Same user name and password used for the Learning Center (Saba)

COURSE REPORTING
Instructors are required to report all courses they teach to the Red Cross.
- Course Record System - https://classes.redcross.org/instructor/authentication/login.html

WATER SAFETY INSTRUCTOR RECERTIFICATION
To be recertified as a Water Safety instructor, instructors must:
1. Teach or co-teach at least one qualifying course of record during their certification period.
2. Successfully complete the Water Safety Instructor Recertification Assessment within 90 days prior to their expiration date.
Note: Teaching only the water safety presentations, Water Safety Today or Longfellow’s WHALE Tales does not meet the recertification requirements.

COURSE UPDATES/REVISIONS
In addition to recertifying every 2 years, Water Safety Instructors are required to update to a new course when one is released.
- Announcements are made via Instructors Corner when a new course is released or a course has a revision.
- Instructions will be provided on how to update, via Instructors Corner or by calling 1-800-Red Cross.
- Failure to update to the new course will result in your WSI certificate expiring.
PRINCIPLES, BENEFITS, AND CHARACTERISTICS

The American Red Cross Swimming and Water Safety Program has key principles, benefits, and characteristics.

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.

Resource Titles

- Water Safety Instructor Manual
- Swimming and Water Safety Manual
- Teaching Swimming and Water Safety DVD
- Longfellow’s WHALE Tales
- Swim Lessons Achievement Booklet
- Swim Lessons Completion Card
- Swim Lesson Badges
- Safety Training for Swim Coaches Supplement
- Safety Training for Swim Coaches Instructor’s Manual
- Swim mobile app
- RedCross.org
- Instructor’s Corner
- Learning Center (Saba)
- Course Record Entry System

Descriptions

A. A DVD that provides model demonstrations of strokes, and starts, turns, and diving skills to be used as needed
B. An instructor manual for Safety Training for Swim Coaches
C. A Web site with general information about the American Red Cross, its mission, and program and services
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
E. A DVD that shows basic-level skill progressions and identifies performance milestones for the Learn to Swim program
F. A manual about a wide spectrum of swimming and water safety activities
G. A supplement designed to teach coaches safety responsibilities to meet the requirements of their profession
H. The main resource for teaching the Red Cross Swimming and Water Safety Program
I. An educational packet and DVD for presenting water safety to K thru 6th grade students
J. A database used by the Red Cross to provide instructor profiles and track instructor activities
K. A Web site dedicated to Red Cross instructors
L. A system for reporting courses taught by American Red Cross instructors
M. A certificate signed by the WSI and given to participants who complete a level in the Red Cross Parent and Child Aquatics, Preschool Aquatics, or the Learn to Swim Program
N. A booklet to track the progress of participants in the Preschool Aquatics Program and the Learn to Swim Program
O. Additional opportunities for achievement (e.g., My First 25, etc.) during the Learn to Swim classes.
COURSE MANUALS - MATCHING EXERCISES
Match the parts of each manual with the corresponding description.

Parts of the WSI Manual

- Part A: Administration
- Part B: Teaching Swimming and Water Safety
- Part C: The Courses
- Part D: Course Completion

Descriptions

1. This part contains specific course outlines in Chapters 7 – 11.
2. This part contains general information about administering and managing courses in the Swimming and Water Safety Program.
3. This part explains how to recognize and reward participant achievement and to report courses to the Red Cross.
4. This part consists of Chapters 2 – 6.

Parts of the Swimming & Water Safety Manual

- Part 1: Being Safe Around the Water
- Part 2: Swimming Skills
- Part 3: Aquatics for Health and Fitness

Descriptions

A. This part starts with hydrodynamic principles and then basic skills; swimming strokes; entries, starts, and turns; and diving.
B. This part contains chapters about water safety, including injury prevention and responding to aquatic emergencies.
C. This part describes aquatics for people with health conditions and disabilities and a chapter about lifetime fitness and training.

Find the location for each topic below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course outline for Learn to Swim Level 2</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Description of a throwing assist</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Diving progression skills</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Lesson planning/class organization</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Information about Lifeguard Prep badge</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Components of a workout</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Holding and support positions</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Course outline for Adult Swim: Learning the Basics</td>
<td>Manual: _________________ Part: _________</td>
</tr>
<tr>
<td>Water Temperature Guidelines</td>
<td>Manual: _________________ Part: _________</td>
</tr>
</tbody>
</table>

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

1. Assigned Course(s): ______________________________________________________________________
2. Research the course or presentation and complete the following information:
   a. PURPOSE/COURSE DESCRIPTION:

   b. INTENDED AUDIENCE:

   c. HOURS/OPTIONS/LEVELS:

   d. COURSE OUTLINE: Chapter/Page Number

   e. ADDITIONAL INSTRUCTOR RESOURCES:

3. Present a short presentation to the class about your assigned course or presentation.
## COURSES A WSI CAN TEACH

Complete the table below with information about the courses a WSI can teach.

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

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

Starts/Turns/Diving
18. What are the three racing starts in competitive swimming?
19. How are the front and back flip turns similar and different?
20. After the entry and each turn in a breaststroke race, what is the swimmer allowed to do?
21. What are the steps in learning to dive from the side of the pool?
22. What is the difference between the shallow dive and a standing dive?
23. What is the most important reason to be aware of diving safety rules?
WSM, CHAPTER 4: HOW HYDRODYNAMICS APPLIES TO SWIMMING

The **most effective way to improve the efficiency of swimming strokes** is to apply hydrodynamic principles to stroke performance.

**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.
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?
**CLASS SAFETY AND MANAGEMENT**

**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>Supervision</td>
<td>A. This decreases the instructor-to-participant ratio, which makes the class more efficient and safer.</td>
</tr>
<tr>
<td>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>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>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>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>Environment</td>
<td>F. Flotation aids, kickboards, noodles, etc. must be in good repair and appropriate for the activity.</td>
</tr>
<tr>
<td>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>Records and reports</td>
<td>H. Students can be taught class rules, pool rules, and safety concepts like the buddy system.</td>
</tr>
</tbody>
</table>

**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.

**WSIM, CHAPTER 2: PROMOTING EFFECTIVE LEARNING**

**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.
WSIM, CHAPTER 2: PROMOTING EFFECTIVE LEARNING (continued)

Stages of Learning Motor Skills
8. The early stage of learning is marked by _______________ __________ movements that the 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? What are the temperature guidelines?

18. Name four psychological factors 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.
21. What is the most commonly used strategy for teaching motor skills?
22. What is the strategy that requires the most creativity on the part of participants?
23. What strategy that provides the most structure and control?
24. What strategy does the instructor acts as a learning facilitator?

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 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.

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?
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 _______________ _______________.

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WSI, Chapter 4: Integrating Water Safety into the Courses

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

2. Water ______________________________ 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?

6. List 10 water safety topics and the required level.

<table>
<thead>
<tr>
<th>Water Safety Topic</th>
<th>Level</th>
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<tbody>
<tr>
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</table>

Water Safety Topic Presentations (WSIM Pg. 68)

1. Assigned Topic(s): ________________________________

2. Research the topic and present a short presentation to the class.
   a. Key Points to Cover:

   b. Sample Questions:
WSIM, Chapter 5: Teaching People of Different Ages

Infants and Young Children
1. Which age group begins to experience stranger/separation anxiety?
2. Infants and young children may respond better to ______________________ 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.
5. Infants and young children should not be submerged more than ______ times per class.

School-age Children
6. Children of this age are accustomed to the structure of ______________ activities.
7. When working with school-age children, respect their ______________ and maintain openness to differing ______________ of ______________.

Adults
8. Adults differ from children in their ______________ to learning. Adults already have many ______________ they rely on when learning.
9. 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 an ______________ 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.
PRACTICE TEACHING ASSIGNMENTS

1. Group Letter & Assignment Number: ________________
2. Identify your assigned topics using the Number given
   a. Using your Assignment Number, find a row of topics in the table below.
   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.
4. Present each lesson to your assigned group and participate as a student.
5. Following each lesson, hold a brief “instructor” evaluation

<table>
<thead>
<tr>
<th>#</th>
<th>Holding Position (WSIM, pg 53-57)</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 Skill Topic (SWSM, Ch. 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hip Support: Front</td>
<td>Water Entry/Exit (Level 1)</td>
<td>Front Crawl Arms (Level 3)</td>
<td>Back Crawl Open Turn (Level 4)</td>
<td>Walking Assist</td>
</tr>
<tr>
<td>2</td>
<td>Shoulder Support: Front</td>
<td>Submerge Mouth, Nose, and Eyes (Level 1)</td>
<td>Breaststroke Kick (Level 3)</td>
<td>Front Crawl Open Turn (Level 4)</td>
<td>Wading Assist</td>
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<tr>
<td>3</td>
<td>Side Position</td>
<td>Front Glide and Recovery (Level 1)</td>
<td>Elementary Back (Level 3)</td>
<td>Feet First Surface Dive (Level 4)</td>
<td>Head Splint</td>
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<td>4</td>
<td>Cuddle Position</td>
<td>Assisted Back Glide and Recovery (Level 1)</td>
<td>Scissors Kick (Level 3)</td>
<td>Exit Skills Assessment 1 (Level 4)</td>
<td>Throwing Assist</td>
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<tr>
<td>5</td>
<td>Hip Support: Back</td>
<td>Supported Roll from Front to Back (Level 1)</td>
<td>Exit Skills Assessment 2 (Level 3)</td>
<td>Front Flip Turn (Level 5)</td>
<td>Reaching Assist, No Equipment</td>
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<tr>
<td>6</td>
<td>Back Support</td>
<td>Supported Alternating Arm Action Front (Level 1)</td>
<td>Sidestroke (Level 4)</td>
<td>Breaststroke Turn and Pull Down (Level 6)</td>
<td>Reaching Assist with Equipment</td>
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<tr>
<td>7</td>
<td>Hug Position</td>
<td>Supp. Simultaneous Arm Action Front (Level 1)</td>
<td>Breaststroke Arms/Timing (Level 4)</td>
<td>Back Flip Turn (Level 6)</td>
<td>Hip &amp; Shoulder Support</td>
</tr>
<tr>
<td>8</td>
<td>Shoulder Support: Side</td>
<td>Supp. Combined Arms/Legs Front (Level 1)</td>
<td>Back Crawl Arms (Level 4)</td>
<td>Standard (back) Scull (Level 5)</td>
<td>HELP/Huddle</td>
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<tr>
<td>9</td>
<td>Chin Support</td>
<td>Supp. Simultaneous Arm Action Back (Level 1)</td>
<td>Dolphin Kick (Level 4)</td>
<td>Exit Skills Assessment 2 (Level 5)</td>
<td>Survival Float/Swim</td>
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<tr>
<td>10</td>
<td>Arm Stroke Position</td>
<td>Supported Alternating Leg Action Back (Level 1)</td>
<td>Butterfly Arms/Timing (Level 4)</td>
<td>Tuck surface dive and pike surface dive (Level 5)</td>
<td>Deep Water Removal</td>
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</tbody>
</table>
# LESSON PLANS FOR PRACTICE TEACHING ASSIGNMENTS

## Preschool Aquatics Topic (WSIM Ch.8)

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## LTS Stroke Topic (WSIM Ch.9)

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## LTS Advanced Topic (WSIM Ch.9)

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## Safety Skill Topic (SWSM, Ch. 3)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Level</th>
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<tbody>
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</table>
# PRACTICE-TEACHING SELF-EVALUATION FORM

## Teach Assignment 1  Topic:

Did I follow my lesson plan? □ YES □ NO

Did participants have enough time to practice? □ YES □ NO

Were the activities I used right for the age and skill of the participants? □ YES □ NO

Did I choose the right activities, or were they too difficult, too time consuming or too easy? □ YES □ NO

Did I use my teaching area effectively? □ YES □ NO

Did I use a variety of methods and equipment to enhance learning? □ YES □ NO

Did I include a variety of skills in the plan so that everyone had some success? □ YES □ NO

Did the participants' skills improve? □ YES □ NO

Comments:

Changes for Next Time:

## Teach Assignment 2  Topic:

Did I follow my lesson plan? □ YES □ NO

Did participants have enough time to practice? □ YES □ NO

Were the activities I used right for the age and skill of the participants? □ YES □ NO

Did I choose the right activities, or were they too difficult, too time consuming or too easy? □ YES □ NO

Did I use my teaching area effectively? □ YES □ NO

Did I use a variety of methods and equipment to enhance learning? □ YES □ NO

Did I include a variety of skills in the plan so that everyone had some success? □ YES □ NO

Did the participants' skills improve? □ YES □ NO

Comments:

Changes for Next Time:
# PRACTICE-TEACHING SELF-EVALUATION FORM

<table>
<thead>
<tr>
<th>Task Assignment 3</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Did I follow my lesson plan?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did participants have enough time to practice?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Were the activities I used right for the age and skill of the participants?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I choose the right activities, or were they too difficult, too time consuming or too easy?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I use my teaching area effectively?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I use a variety of methods and equipment to enhance learning?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I include a variety of skills in the plan so that everyone had some success?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did the participants' skills improve?</td>
<td>☐ YES  ☐ NO</td>
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</table>

**Comments:**

**Changes for Next Time:**

<table>
<thead>
<tr>
<th>Task Assignment 4</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Did I follow my lesson plan?</td>
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<tr>
<td>Did participants have enough time to practice?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Were the activities I used right for the age and skill of the participants?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I choose the right activities, or were they too difficult, too time consuming or too easy?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I use my teaching area effectively?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I use a variety of methods and equipment to enhance learning?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did I include a variety of skills in the plan so that everyone had some success?</td>
<td>☐ YES  ☐ NO</td>
</tr>
<tr>
<td>Did the participants' skills improve?</td>
<td>☐ YES  ☐ NO</td>
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**Comments:**

**Changes for Next Time:**
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>LTS, Lvl 1 - Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
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<tr>
<td><strong>Safety Topic</strong></td>
</tr>
</tbody>
</table>

**Review Skills**
- Lvl 2 skills (submerge, unsupported front glide)

**New Skills**
- Enter/exit pool Blowing bubbles Bobbing

*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 = 14 min per skill
- 20 skills/10 lessons = 2 new skills per lesson

**Skill Checklist**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Susie</th>
<th>Jose</th>
<th>Ethan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lvl 2 Tests</td>
<td>L1+</td>
<td>L1</td>
<td>L3</td>
</tr>
<tr>
<td>Enter the water</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Exit the water</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bubbles</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bobbing</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Retrieve object</td>
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<td>Supp. fr. float</td>
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<tr>
<td>Supp. bk. float</td>
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<td></td>
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<tr>
<td>Front arms</td>
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<td></td>
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<tr>
<td>Front kicks</td>
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<td></td>
<td></td>
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<tr>
<td>Back arms</td>
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</table>
**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. You will work with your group to create a 8-day block plan and a 4-day lesson plan. Be prepared to go over your plan with the rest of the class.

Learn-to Swim Level: _______________________

<table>
<thead>
<tr>
<th>Day 1 Block Plan</th>
<th>Day 2 Block Plan</th>
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<tbody>
<tr>
<td>Equipment</td>
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<tr>
<td>Safety Topic</td>
<td>Safety Topic</td>
</tr>
<tr>
<td>Review Skills</td>
<td>New Skills</td>
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<thead>
<tr>
<th>Day 3 Block Plan</th>
<th>Day 4 Block Plan</th>
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<td>Safety Topic</td>
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<th>Day 6 Block Plan</th>
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<td>Review Skills</td>
<td>New Skills</td>
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<th>Day 7 Block Plan</th>
<th>Day 8 Block Plan</th>
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<td>Safety Topic</td>
</tr>
<tr>
<td>Review Skills</td>
<td>New Skills</td>
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<tr>
<td>Day 1 Lesson Plan</td>
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<table>
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<tr>
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<td>Activity/Topic/Teaching Info</td>
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Exit Skill Assessments
Research your groups assigned Level and enter the exit skill assessment(s) below.

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<thead>
<tr>
<th>Exit Skill Assessment 3</th>
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Badge System
A badge system provides additional opportunities to recognize and reward achievement outside of the levels. The badges can be effective for motivating participants to strive toward developing specific skills and for recognizing participants for something that they are doing well, especially when they are struggling with a specific skill or set of skills needed to successfully complete the level. The badge skills do not have to be completed to successfully complete a level and the participant can “test” for any badge at any time. The badges are not physical products. They are illustrated in the Swim Lessons Achievement Booklet and are incorporated into the Red Cross Swim mobile application.

Badges
Research your groups assigned Level and enter the badges and descriptions below.

<table>
<thead>
<tr>
<th>Badge Name/Topic</th>
<th>Description</th>
<th>Level</th>
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