Introduction

This handbook assists you to develop effective techniques to help students improve their swimming and water safety skills, knowledge and understanding.

This includes:

• The **Swimming and Water Safety Continuum** is designed as an easy reference for lesson planning. It is written in a skill-by-skill format and demonstrates the sequential way to teach swimming.

• The **general principles of teaching and assessment** provides guidance and recommended procedures to work in group teaching situations.

You should:

• demonstrate an understanding of all the material covered in this handbook

• be competent to teach at the venue you have been appointed to

• have successfully completed the swimming competency test during your centre in-service training (this basic test of your ‘readiness to teach’ must be completed prior to commencing the program).

When you accept your appointment you agree to:

• teach to the standards required by the Department of Education

• follow the procedures and know the information outlined in this handbook

• teach under the direction of the swimming and water safety manager or his/her representative.

You and your students must know and have rehearsed all safety and emergency procedures. It is also strongly recommended that you obtain life saving awards relevant to the conditions in which you are teaching.

**General principles of teaching and assessment**

This section covers the key requirements and procedures to teach swimming programs. The content is general in nature so you need to develop further guidelines for certain situations.

The Australian Curriculum overarching statement provides advice on learning, teaching and assessment based on how students learn best in an outcomes-focused educational situation. The Department’s swimming and water safety program links with these key principles.

This program provides appropriate water safety outcomes for all students by implementing an integrated teaching, assessment and reporting document called the Swimming and Water Safety Continuum.

**Opportunity to learn**

Learning experiences enable students to observe and practise the minimum processes, products, skills and values.

The Department’s swimming and water safety program provides opportunities to:

• acquire essential knowledge and understanding of a safe and healthy lifestyle

• acquire and practise swimming and water safety skills
• develop positive attitudes and values to safety in aquatic environments.

Students are given enjoyable activities to help them apply the processes and skills, knowledge, understandings and values to make responsible decisions.

**Connection and challenge**

*Learning experiences should connect with students’ existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.*

Students learn effectively when they link and apply information learned in meaningful ways. The Department’s swimming classes provide students with opportunities to progressively develop and extend their knowledge, understanding and skills in swimming and water safety. It connects with real life experiences where students apply skills learned to make informed decisions about safety in all aquatic environments.

**Action and reflection**

*Learning experiences should be meaningful and encourage both action and reflection of the learner.*

Swimming and water safety classes are meaningful and students are encouraged to act, reflect and monitor their own performance, so they identify their strengths and develop and improve where necessary.

**Motivation and purpose**

*Learning experiences should be motivating and their purpose clear to the student.*

The continuum provides opportunities for students to achieve clear swimming and water safety outcomes. It allows you to plan, monitor and assess the achievement of these outcomes. Students need to be clear about what they are learning and why, and how they take responsibility for their own learning. The continuum informs students, parents and instructors what they need to know and do.

**Inclusivity and difference**

*Learning experiences should respect and accommodate differences between learners.*

When planning and implementing activities, it is important to acknowledge that each individual is different. Each student needs to be challenged, but the nature of the challenge may vary from student to student. Plan lessons which respect and accommodate the differences between your students. Start from the level the student is currently achieving. Students with disabilities should be provided with appropriate, alternative avenues for achieving their outcomes.

**Independence and collaboration**

*Learning experiences should encourage students to learn independently, as well as from and with others.*
Learning is most effective when students make links between lessons, community, work and home. Encourage students to take responsibility and become independent learners e.g. choose appropriate methods of rescue and survival to solve water safety dilemmas.

**Supportive environment**

The swimming and water safety environment is safe and conducive to effective learning.

Lessons promote maximum participation and a sense of achievement. Ensure that students are provided with a safe environment and are adequately supervised at all times. Learning activities are reinforced by including supportive practices, including:

- wearing hats for sun protection
- demonstrating respect and concern for others
- promoting active and healthy lifestyles
- promoting the principles of fair play, prevention and safety
- demonstrating appropriate conservation practices.

**Assessment**

Instructors employed by the Department are qualified to assess all stages up to and including Stage 15 of the swimming and water safety program and should assess their own classes.

Achievement is assessed against the recognised performance or ‘must see’ criteria and reported against the continuum. You must constantly monitor and assess student performance, provide feedback and information on how they can improve skills.

Students should have opportunities to demonstrate skills in a variety of ways including swimming, water safety and ‘real life’ survival settings.

If you are uncertain during an assessment, ask your supervisor to moderate and assist you to make a decision. Assessment information allows you to make judgments about students’ progress towards desired outcomes that is fair and contributes to continued learning. Fair assessment is based on valid and transparent criteria and is applied with consistency and without discrimination.

Assessments should follow this criteria:

**Valid** – Judgments must be based on assessment information in its fullest sense, rather than on some parts of it.

**Educative** – Assessment practices must contribute to the achievement of learning outcomes, form an integral part of the learning process and provide useful feedback to assist future learning.

**Explicit** – Explicit criteria contributes to learning by:

- making clear outcomes or goals
- providing useful feedback on progress
- encouraging students to reflect on their learning
- suggesting directions for future learning.
Clear and public criteria supports professional judgments ensuring decisions are open to scrutiny and challenge, and are consistent throughout.

**Fair** – Students have equal opportunities to demonstrate their achievement of outcomes. Assessment should be sensitive and responsive to differences amongst students.

**Comprehensive** – For judgments of student achievement to be fair and consistent, information about an outcome must be collected repeatedly over time and on a variety of tasks.

**Safety procedures and guidelines**

- Active supervision of your class is your most important duty. Check the number of students at the beginning of the lesson, during the lesson and as they leave the water at the end of the lesson. Keep all students in your line of sight at all times, for example, the ‘V’ principle.
- Pair children for safety.
- Institute a uniform system of whistle signals which are explained before the lesson commences. Safety demands prompt obedience to all signals. Uniformity has been established as:
  - one blast – stop, look and listen
  - three long blasts – lesson finished
- short blasts in succession and arms waved above head – emergency. Clear the water immediately and assemble in a safe, nominated area. See emergency procedures pages 11 to 12.
- A student wishing to leave a class must report to the instructor.
- Never relinquish supervision or move from the immediate vicinity of your class until all students have left the water. If there are exceptional circumstances, such as a serious accident, and you must leave your class, the number of students must be checked and the class officially handed over to and accepted by another instructor.
- Always wear bathers and be ready to enter the water during lessons.
- When possible, students should change into bathers and then take their clothes to the assembly area. Clothes should be left in class rows while the lesson is in progress. At the end of the lesson, you must accompany your students as they return to their clothing.
- You should encourage students to take appropriate precautions at all times to prevent sunburn. In addition to avoiding discomfort or illness, it is important that you explain to your students the risks of exposure to ultraviolet radiation including:
  - premature skin ‘ageing’  
  - possible incidence of skin cancer.
- You should acquaint yourself and your students with local hazards such as deep holes in bathing areas, currents, snags, dangerous diving sites, slippery areas around pools and the possibility of sharks, stingrays and other water creatures in the vicinity.
- You must be fully aware of the emergency procedures. It is the responsibility of the supervisor in charge at the swimming centre to discuss and explain the emergency procedures with you. You must practise the emergency procedure with all classes at the beginning of each
swimming program. At the same time you must make clear all local rules and regulations.

Day one

Initial procedures for all stages

• Check enrolment details for specific instructions and medical conditions.
• Pair students.
• Establish clear rules and emergency procedures.
• Assess each student’s ability and determine where teaching should start. Where possible this should be a group activity rather than individual testing. Be aware of incorrectly graded students and never assume existing deep water confidence.
• Record attendance and achievement of learning outcomes.

Hints and tips for day one

• Discuss what will be covered in the program and any resources and costs involved. Establish a high level of motivation.
• Ask students to attend to personal needs before lesson time. Remember, you must not allow them to be put at risk by leaving your class.
• Both you and your students should know the time and place of class dismissal. Lead your class to this point, avoiding running and possible injury. Do not dismiss your class early or without supervision.
• Be clear when establishing standards of behaviour. In consultation with the supervisor, develop a plan with up to five rules and appropriate consequences. Rules should let students know what is expected of them in your class and at the centre and relate to observable behaviour. Whenever possible rules should be stated positively. Do not allow students to be over-familiar as it is difficult to regain lost authority.
• Be prepared with more activities than you think you will need, some harder, some easier. A suitable program should be prepared once your group’s abilities are determined.

Practical teaching hints

• Prepare your overall program. Have a set of guidelines and progressions for the various levels you may teach, with a logical sequence from beginning to end.
• Plan each lesson (see page 10).
• Begin and end each lesson with something enjoyable.
• Be aware of the various factors that affect swimming including sunburn, marine stings and physical disabilities.
• At no time should a class be allowed to stand still in cold water. It may be necessary to split the lesson into two sessions with a good warm up in between. Avoid activities that require frequent entries and exits.
• Define your teaching area clearly.
• Be positive and encouraging. Structure your comments positively. Remember, nothing is as discouraging as continually being told what you can not do.
• Progress at your students’ pace, not yours. If someone is having difficulty with a particular progression, go back to the stage where they were competent and build from there.
Remember, teaching starts from the level where the student is currently achieving.

- Be consistent.
- When instructing your class, be clear and concise. Choose language to suit your class’s age group. Make explanations simple and short. Turn your class away from distractions and the sun.
- When possible, deal with each student individually when providing feedback on performance. While general comments will praise and motivate the class as a whole, specific feedback to individual students should also encourage skill development.
- Make your group as homogenous as possible. In most class situations in the metropolitan area and larger country centres you will be able to place students in different classes nearest to their own ability. In small or one-instructor centres, employ strategies such as setting different times and number of repetitions for different levels of ability.
- Be professional. Be in control of your class, maintain standards and be open to new ideas and other possibilities.
- Do not allow parents to interfere with or distract you from class activities. Make a convenient time to discuss individual progress.
- Have your own collection of teaching aids.
- Use kickboards appropriately to assist students. They should not be regarded as essential for teaching skills.
- Be careful. Do not volunteer to look after another person’s valuables.

**Group teaching strategies**

It is easier to teach one student to swim with a reasonable amount of time and under good conditions than a group of students with limited time. Most of your teaching should be ‘group’ teaching, i.e. you should teach most of the children most of the time.

Select an area and water depth appropriate to the skill or activity being taught. In general, stroke development is better over short distances and in a depth where students can stand.

**Continuous assessment**

(Refer to general principles of assessment pages 4 to 7). Whenever possible, avoid big test sessions at the end of the program. You should assess the progress of your students continuously, keeping a simple record of performance. This should not entail a ‘mini-test’ at the end of every lesson.

Students demonstrating above average performance for the stage they are learning should be promoted, provided the next stage is within reach and the new class has not progressed too far. The same applies to those performing well below the stage requirement.

You are required to keep an accurate record of each student’s progress and should use an extension of your class roll to record individual progress. This record will assist in completing your student’s report and answering enquiries.
When assessing students, it is better to organise a series of swims for the whole group while paying particular attention to individuals.

**The use of games in lessons**
Games play an important part in developing water confidence and the skills necessary to master swimming. You should have a range of fun activities incorporating skills including floating, submerging and kicking.

The best games:
- are simple, unstructured and use little or no equipment
- are age appropriate
- incorporate the swimming skills being taught
- make students feel successful
- provide a challenge for more confident students
- make swimming lessons fun
- do not use equipment that may injure students e.g. tarzan ropes and slides.

Games make an ideal ‘warm up’ or ‘fun finish’ and ideally only require a few minutes of each lesson.

**Lesson plans**
Well prepared lesson plans are a major factor in determining the success of any lesson. Your students are unlikely to achieve learning outcomes if your lessons are planned ‘on the run’. Supervisors may also request to see your lesson preparation and plans.

The following information provides a brief guide to help you create your lesson plans.

**Specific objectives** – What is the intended outcome of the lesson? Your objectives should be challenging, realistic, but most importantly, appropriate to your class’s level of skill development.

**Evaluation** – Were the objectives achieved? At the conclusion of each lesson you should evaluate your class’s performance and progress. This will provide the basis for planning the next lesson.

Your lessons should include:
- introduction/revision (5 to 10 minutes)
- skill development (20 to 25 minutes)
- culmination/conclusion (5 to 10 minutes).

**A suggested format for a lesson plan**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Skill</th>
<th>Teaching points</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time taken to complete activity</td>
<td>What you are teaching and number of repetitions</td>
<td>Aspects of the skill to be emphasised</td>
<td>Formations and equipment</td>
</tr>
</tbody>
</table>
Emergency procedures

Person:
- Person A: The person nearest the incident provides basic life support
- Person B: The second person on scene assists person A
- Person C: A specified person calls the ambulance.

Instructor involved with the rescue:
- the emergency whistle signal is blown
- the class is counted and placed out of danger
- the instructor rescues the person in danger.

Other instructors at the centre:
- React and blow emergency whistles
- Supervise the class out of the water
- Move the class to the nearest assembly area
- Collect any nearby classes of those assisting in the rescue
- Control panic at the marshalling area
- Sit class with their back to the emergency.

Action required after a critical incident

What is a critical incident?
An incident where a child or instructor is taken to hospital from your centre. If your centre has a critical incident please telephone the Swimming and Water Safety (SWS) office ASAP.

Information required ASAP:
- school name
- student name and age/instructor name
- brief outline of incident
- brief outline of injury
- hospital student/instructor taken to.

Other incidents requiring a telephone call to SWS office ASAP:
- If a child is hurt and the parent needs to be called.
- If an instructor is hurt and the emergency contact needs to be called.

Incidents requiring an incident form to be sent to SWS office:
For incidents that may happen at your centre where a child or instructor is hurt in any way, always complete a Swimming Incident Report form and forward to SWS ASAP.

Use the flowchart on page 12 to formulate an appropriate emergency procedure for your centre. All participants in swimming classes must know their role.
Emergency

Emergency signal

Immersed person

Person A
(Swimming instructor)
- Remove person from further danger (after ensuring class is safe)

Attend to person

Cancel any other classes for the day (if appropriate)

Complete incident report

Person B
Clear pool/water

Secure children away from pool/water

Or Person C
- Arrange for necessary medical assistance
- Contact appropriate personnel (e.g. pool staff, school staff, swimming and water safety office)

Assist ‘Person A’

Person A
(Swimming instructor)
- Remove person from further danger (after ensuring class is safe)

Monitor person to ensure safety

Supervise the recovery of person

Return to class activities

Report incident to appropriate personnel (e.g. centre supervisor, school staff, parent)

Complete incident report

Person B
Secure the safety of all children

Return to class activities

Assistance required
Teaching guidelines

Introduction

The Department’s swimming and water safety programs:
• develop a reasonable level of proficiency in fundamental swimming and water safety skills.
• provide opportunities to further develop swimming and water safety competence and survival and rescue skills.

You should understand:
• the general principles of teaching and assessment listed on pages 4 to 7.
• that a range of other skills, knowledge and understandings will also be taught in addition to these guidelines.

The next section of this handbook, the Swimming and Water Safety Continuum, provides you with:
• an understanding that skill development is sequential and progressive
• a developmental framework which, combined with good teaching practice, will optimise student success
• an indication on how students should progress through each skill.

Each skill description includes:
• Must sees – the minimum standards of performance required to pass the skill.
• Suggested steps – sequential activities you may choose to use or can be directed to use when teaching the skill.
• Teaching points – aspects of the skill that should be emphasised. Words in bold print may be used as verbal prompts for students.
• Water depth – a guide to the appropriate depth if available to teach and assess the skill.

Some skill descriptions may include:
• Advanced progressions – not a requirement to be taught. Presents sequential activities to advance the student from this point.

Definitions:
• Deepwater – a minimum depth greater than the student’s height.
• Near horizontal body position – used to describe the position of the body in the water, relative to each student’s size and body composition. Allowance should be made for individual differences.
• Proficient technique – describes the performance of a particular stroke, demonstrating the ‘must see’ standards required to progress to the next stage.
• Extension skills – skills on the continuum that must be taught and practiced for experience but a pass is not essential for the student to progress to the next stage. An extension skill should be ticked as achieved when the must sees are demonstrated.
• Safety survival sequence – survival skills, accompanied by water safety knowledge, to be taught and practised as a sequence in pairs or groups. This component of the continuum must be practised regularly in the program, however a pass is not essential to progress to the next stage.
Students will progress at different rates. You should not limit your teaching to the one level, or to any particular stage as some students may have the capacity to achieve skills at a higher level and others may develop at a slower pace.

While many experienced instructors may have used other teaching strategies successfully, these guidelines provide a sound basis where you can plan and implement your lessons. You will need to formulate appropriate activities to link related skills. While progress is mapped against these skills, you should not be limited to those skills listed in the continuum.

**Conceded passes**

The intent of a conceded pass is to ensure students are not discouraged. There are, however, strict guidelines for conceding a pass in any of the skills in the continuum.

A supervisor **may**, on sighting appropriate evidence (e.g. certificates/reports), confirming a student has attempted the same skill on three previous occasions in separate 10 day or equivalent Department programs, concede a pass in that skill. In such cases the supervisor must write the following statement on the student’s continuum:

> “After three separate attempts in the Department’s lessons, and despite additional attention and instruction,...(name)...has been granted a conceded pass in skill number ____.”

The supervisor must countersign this statement and the student should be directed to take the continuum to their next instructor when attending their next series of lessons.

**Swimming and surf safety continuum**

The swimming skills described in this handbook refer to the pool and surf environments.

The swimming and surf safety continuum and the surf centre supplement reflect the safety skills and knowledge necessary to negotiate the surf environment.
# Swimming and Water Safety Continuum

1 **Stage 1 - Beginner**
   1. Enter water safely
   2. Exhale in water
   3. Open eyes under water
   4. Submerge
   5. Glide forward and recover
   6. Float or glide backward and recover
   S1 Safety survival sequence number 1

2 **Stage 2 - Water discovery**
   7. Glide forward and kick 3m
   8. Glide backward, kick and recover
   9. Swim 5m freestyle
  10. Scull/tread water
  S2 Safety survival sequence number 2

3 **Stage 3 - Preliminary**
   11. Swim 10m freestyle
   12. Glide backward and kick 5m
   13. Demonstrate breaststroke leg action
   14. Demonstrate survival sculling
   15. Demonstrate a forward roll (extension)
  S3 Safety survival sequence number 3

4 **Stage 4 - Water awareness**
   16. Swim 15m freestyle
   17. Swim 10m backstroke
   18. Swim 10m survival backstroke, OR
   19. Swim 5m breaststroke kick
   20. Scull head first on back
   21. Recover an object
   22. Swim in deep water
   S4 Safety survival sequence number 4

5 **Stage 5 - Water sense**
   23. Swim 25m freestyle
   24. Swim 15m backstroke
   25. Swim 15m survival backstroke, OR
   26. Swim 15m breaststroke
   27. Demonstrate a surface dive
   S5 Safety survival sequence number 5

6 **Stage 6 - Junior**
   28. Swim continuously 50m freestyle OR
      - 25m freestyle and
      - 25m backstroke, or survival backstroke, or breaststroke
   29. Swim 25m backstroke
   30. Swim 25m survival backstroke
   31. Swim 25m breaststroke
   32. Demonstrate a dive entry
   S6 Safety survival sequence number 6

7 **Stage 7 - Intermediate**
   33. Scull feet first on back
   34. Demonstrate egg beater kick
   35. Swim 150m
      - 25m backstroke
      - 50m breaststroke
      - 50m freestyle
      - 25m survival backstroke
   S7 Safety survival sequence number 7

8 **Stage 8 - Water wise**
   36. Swim 25m sidestroke
   37. Demonstrate dolphin kick (extension)
   38. Swim 200m
      - 50m backstroke
      - 50m breaststroke
      - 50m freestyle
      - 25m survival backstroke
      - 25m sidestroke
   S8 Safety survival sequence number 8

9 **Stage 9 - Senior**
   39. Swim 10m butterfly (extension)
   40. Demonstrate a tumble turn (extension)
   41. Swim 300m
      - 50m freestyle (or 25m butterfly and 25m freestyle)
      - 50m backstroke
      - 50m breaststroke
      - 50m freestyle
      - 50m sidestroke
      - 50m survival backstroke
   42. Basic principals of CPR (extension)
   S9 Non-contact rescues (extension)
Stage 1 - Beginner

Enter water safely

Water depth: shallow - not more than waist deep
Slide in entry (where possible)
Safe exit

SUGGESTED STEPS

Whole skill - slide in entry

Sit down

Slide in

TEACHING POINTS

- Hands to one side of body
- Turn towards the wall
- Body weight on hands
- Lower body into water
- Feel for the bottom with feet

MUST SEE:
- confident and safe entry
- confident and safe exit.
Stage 1 - Beginner

Exhale in water

Water depth: shallow
Face in water

SUGGESTED STEPS

**Face in water** to hairline

**Exhale** - shallow water

TEACHING POINTS

- **Breathe**
- **Face in water** to hairline
- **Blow** through mouth and nose
- Raise head
- **Blink** to remove water from eyes

MUST SEE:
- relaxed and confident exhalation.
Stage 1 - Beginner

Open eyes under water

Water depth: shallow
Identify an object underwater

MUST SEE:
- confidence
- ability to identify an object clearly.

SUGGESTED STEPS

Open eyes - shallow water (then progressively deeper)

TEACHING POINTS

- Face in water
- Open eyes
- Identify object
- Lift head from water
- Blink to remove water from eyes
Stage 1 - Beginner

Submerge

Water depth: waist deep (minimum)

SUGGESTED STEPS

Submerge

TEACHING POINTS

- Blow through mouth and nose
- Open eyes

Advanced progression:

Breathing and blowing
Breathing and blowing regularly should be developed progressively and practised every lesson from this point onwards, for example:
- bobbing
- breathing position - breathing to the side.

Develop horizontal body position on front
Use paddling areas (where available) for initial buoyancy skills. Floatation aids may be used to assist with development of confidence. Progress to deeper water and teach recovery skills.

Float or gentle glide on front
- Hold gutter, legs at surface, face in. Let go and recover to stand.
- As above, partner/instructor supports ‘palm on palm’.
- Arms extended forward - floatation aid in each hand.

NOTE: The use of floatation aids is not essential. Try to teach the float without a floatation aid first.

Recover
- Head up
- Knees up
- Pull down with arms and hands
- Stand

MUST SEE:
- entire head under water.
**Stage 1 - Beginner**

**Glide forward and recover**

Water depth: waist deep  
No set time or distance required

**SUGGESTED STEPS**

**Glide in waist deep water**

<table>
<thead>
<tr>
<th>Starting position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glide</td>
</tr>
<tr>
<td>Recover</td>
</tr>
</tbody>
</table>

**TEACHING POINTS**

**NOTE:**
- Teach recovery first
- Introduce horizontal body position in paddling areas where available
- Partner/instructor support ‘palm on palm’ if required
- Floatation aid if required

**MUST SEE:**
- face in the water - exhaling
- near horizontal body position
- arms extended in front of the head
- recovery to a standing position.
Stage 1 - Beginner

Glide forward and recover

**Advanced progression:**

**Develop horizontal body position on back**
Use paddling areas (where available) for initial buoyancy skills. Floatation aids may be used to assist with development of confidence. Progress to deeper water and teach recovery skills.

**Float or gentle glide on back**
- Partner/instructor to support from behind:
  - under shoulders
  - under head
  - under chin.
A ‘star float’ position with arms well back is recommended initially.

**Recover**
- Head up
- Knees up
- Push down with arms and hands
- Stand
Stage 1 - Beginner

Float or glide backward and recover

Water depth: waist deep
Floatation aid acceptable
No set time
or distance required

**SUGGESTED STEPS**

<table>
<thead>
<tr>
<th>Float or glide in waist deep water</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting position</strong></td>
</tr>
<tr>
<td><strong>Float or glide</strong></td>
</tr>
<tr>
<td><strong>Recover</strong></td>
</tr>
</tbody>
</table>

**TEACHING POINTS**

- **NOTE:**
  - Teach recovery first
  - Introduce horizontal body position in paddling areas where available
  - Partner/instructor support from behind if required
  - A ‘star float’ is recommended initially

- **MUST SEE:**
  - near horizontal body position
  - recovery to a standing position.

**Advanced progression:**

Introduce sculling hand action.
Attempt a variety of glides,
e.g. glide on side, glide on back,
roll on to front.
SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:
- enter water safely
- holding a floatation aid, float for 10 to 15 seconds
- exit safely from water.

WATER SAFETY KNOWLEDGE

Understanding the dangers in aquatic environments (refer to AUSTSWIM or RLSSA resource materials):
- at this centre/other pools
- rivers
- lakes
- sea/ocean/beach
- dams
- at home.
Stage 2 - Water discovery

Glide forward and kick

Water depth: waist deep (minimum)

3 metres

**SUGGESTED STEPS**

**Revise forward glide**

**Flutter kick**

- Long legs (without excessive knee bend)
- Loose ankles
- Legs together
- Toes turned in

**Glide forward, kick and recover**

**Starting position**

- Shoulders under
- Arms forward (extended at surface)
- Face in water

**Glide**

**Kick**

**Recover**

**TEACHING POINTS**

- See skill number 5
- Long legs (without excessive knee bend)
- Loose ankles
- Legs together
- Toes turned in

**Torpedo**

- Shoulders under
- Arms forward (extended at surface)
- Face in water

- Push off, glide (exhaling)

- Extend glide with continuous **kick** (Torpedo)

- Stand

**MUST SEE:**

- Near horizontal body position
- Face in water, exhaling
- Continuous kick.

**Advanced progression:**

Extend distance maintaining a continuous ‘six beat’ kick.
Stage 2 - Water discovery

Glide backward, kick and recover

Water depth: waist deep (minimum)
No set distance
Arms by side

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise float or glide backward</strong></td>
<td>• See skill number 6</td>
</tr>
<tr>
<td><strong>Revise flutter kick</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Glide backward, kick and recover</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Starting position | • Shoulders under  
| | • Head back |
| Glide | • Push off, glide |
| Kick | • Extend glide with continuous kick |
| Recover | • Stand |

Advanced progression:

Extend distance maintaining a continuous ‘six beat’ kick.

MUST SEE:

• near horizontal body position
• continuous kick without excessive knee bend.
## Stage 2 - Water discovery

### Swim 5 metres freestyle

- **Water depth:** waist deep (minimum)
- **Face submerged**
- **Catch up acceptable**

#### MUST SEE:
- effective kick
- arm recovery clear of the water
- face in the water, exhaling.

#### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Step</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise glide with kick</td>
<td>- See skill number 7</td>
</tr>
</tbody>
</table>
| Arm action leaning forward - catch up to edge | - Face edge - one step back  
- Hands on edge - face down  
- **Pull** arm down past thigh  
- **Lift arm** over, return to edge  
- Repeat with other arm |
| Arm action  
Walking - catch up to board  
Swimming - catch up to board (short distance) | - Fingers over, thumbs under boards  
- Repeat above while walking |
| Whole Stroke  
Swimming - without board (short distance) | - **Starting position** (see skill number 5)  
- **Face in** - exhaling  
- **Push off and kick**  
- **Pull** with arms  
- **Recover** clear of water |

#### NOTE: The use of boards and catch up drills are optional at this stage

---

**Advanced progression:**

**Introduce breathing:**
see skill number 11.
Stage 2 - Water discovery

Scull/tread water

Water depth: chest deep
(minimum)
Using hands and legs to support
body weight in water

**SUGGESTED STEPS**

**Hand action standing**
- Bend arms at elbows
- Flat, relaxed hands
- Move hands out - **thumbs down**
- Move hands in - **thumbs up**
- Small movements

**Sculling for support** - chest deep
- Repeat above
- **Scull** for support
- **Submerge shoulders**
- **Lift feet** from bottom

**Combine leg action** - just able to stand
- **Scull** for support
- Kick legs alternately

**MUST SEE:**
- outward and inward scull
- ability to gain some support
- alternating leg action.

**Optional progression for stage two:**

**Introduce breaststroke kick** - (see skill number 13)
On back with board

**Introduction to deep water** - (where available)
If your students have performed skills 1 to 10 confidently and competently, at your discretion and your supervisor’s, they may experience swimming in deep water.

This is not mandatory and should not be forced on nervous students, but may promote confidence and provide additional survival skills.

**One to one** teaching and **extra supervision** is needed, so only a small amount of time should be devoted to this optional activity.
### Safety survival sequence number 2

**SURVIVAL SEQUENCE**

The following survival skills should be taught as a sequence and practised in pairs or groups:
- enter water safely
- glide forward and kick 3 metres, recover to a standing position. Holding a floatation aid, float for 30 seconds
- exit safely from water
- grasp an object and be pulled to safety (by the instructor, from a position out of the water).

**WATER SAFETY KNOWLEDGE**

Safe behaviours (refer to AUSTSWIM or RLSSA resource materials)
- aqua code
  - **go together**
  - **stay afloat and wave**
  - **reach to rescue**
- at this centre
- parents.
Stage 3 - Preliminary

Swim 10 metres freestyle

Water depth: waist deep (minimum)
Introduction to breathing

MUST SEE:
• near horizontal body position
• effective kick
• regular breathing pattern.

SUGGESTED STEPS

Revise basic stroke

Choose breathing side

Identify ‘breathing’ and ‘blowing’ arm

Breathing and blowing - leaning forward (touching edge)

TEACHING POINTS

• See skill number 9

• Breathe and blow on both sides
• Choose preferred side

• Breathing arm is on breathing side
• Blowing arm is on other side

• Face the edge - one step back
• Breathing position:
  • blowing arm forward (extended to edge)
  • breathing arm extended back
  • ear in water (by blowing arm)
• Breathe (small breath)
• Face in and blow
• Repeat

Advanced progression:
Extend distance and increase depth.
### Stage 3 - Preliminary

#### Swim 10 metres freestyle

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breathing and blowing - with arm action</strong></td>
<td>- Option: one arm drills with breathing</td>
</tr>
</tbody>
</table>
| **Leaning forward** - catch up to edge (or board) | - **Breathing position**  
- **Breathe** and recover breathing arm  
- Face in  
- **Blow** and recover blowing arm |
| **Swimming** - catch up to board | - **Breathing position**  
- **Push off** and **kick**  
- **Breathe** and recover arm  
- Face in  
- **Blow** and recover arm |
| **Swimming** - without board | - **Breathing position**  
- **Push off** and **kick**  
- **Breathe** and recover arm  
- Face in  
- **Blow** and recover arm |
### Stage 3 - Preliminary

**Glide backward kick**

**5 metres**

Water depth: waist deep (minimum)

Arms by side

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise backward glide</td>
<td>• See skill number 6</td>
</tr>
<tr>
<td>Revise flutter kick</td>
<td></td>
</tr>
<tr>
<td>Glide backward and kick</td>
<td></td>
</tr>
<tr>
<td>Starting position</td>
<td></td>
</tr>
<tr>
<td>Glide</td>
<td>• Shoulders under</td>
</tr>
<tr>
<td>Kick</td>
<td>• Head back</td>
</tr>
<tr>
<td>Recover</td>
<td>• Push off, glide</td>
</tr>
<tr>
<td></td>
<td>• Extend glide with continuous kick</td>
</tr>
<tr>
<td></td>
<td>• Stand</td>
</tr>
</tbody>
</table>

**MUST SEE:**
- near horizontal body position
- effective kick.

**Advanced progression:**
Extend distance maintaining a continuous ‘six beat’ kick.
Stage 3 - Preliminary

Demonstrate breaststroke leg action

Water depth: waist deep (minimum)
On back (with board)
No set distance

### SUGGESTED STEPS

**Toe/foot exercises**
- Sit with legs extended
- Turn feet up and out (hook feet)
- Repeat

**Leg action sitting on edge**
- Hook feet
- Drop feet
- Circle feet around
- Pause (glide)
- Repeat

### TEACHING POINTS

**MUST SEE:**
- circular movement of feet
- flexed feet.

**Advanced progression:**
Extend distance and increase depth.

**Extend distance**
- Sit with legs extended
- Turn feet up and out (hook feet)
- Repeat

- Sit close to edge - (thighs over water)
- Lean back - hands back
- Legs straight and together

- Turn feet up and out
- Bring heels back to wall without bending hips

- Kick around slowly
- Feet outside knees
- Bring legs together

- Pause (glide)
- Hook feet (toes out)
- Drop feet (heels back)
- Circle feet (kick around slowly)
- Stop
### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Single kick - with board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold board on stomach</td>
</tr>
<tr>
<td>• Push off and glide</td>
</tr>
<tr>
<td>• <strong>Hook feet</strong> (toes out)</td>
</tr>
<tr>
<td>• <strong>Drop feet</strong> (heels back)</td>
</tr>
<tr>
<td>• <strong>Circle feet</strong> (kick around slowly)</td>
</tr>
<tr>
<td>• <strong>Stop</strong></td>
</tr>
<tr>
<td>• <strong>Stand</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase number of kicks - with board</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Glide between kicks</strong></td>
</tr>
<tr>
<td>• <strong>Feet up and out before kick</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Students should be assessed in the context of this being their **first attempt** at breaststroke kick.
Stage 3 - Preliminary

Demonstrate survival sculling

Water depth: waist deep (minimum)
On back

SUGGESTED STEPS

Revise basic sculling

Land drill or in shallow water

Whole skill - waist deep then deeper

TEACHING POINTS

• See skill number 10

• Lie on back, legs slightly bent
• Hands by hips - palms down
• Move hands out - thumbs down
• Move hands in - thumbs up

• Sink down
• Head back
• Lift knees
• Lie back and scull

MUST SEE:
• sculling hand action
• flat, relaxed hands
• effective support.
Stage 3 - Preliminary

Demonstrate a forward roll (Extension skill)

Water depth: chest deep (minimum)

Hint: this is a spacial awareness exercise.

SUGGESTED STEPS

Whole skill

TEACHING POINTS

- Chin on chest
- **Push up and over**
- **Tuck legs**
- Open eyes, **exhale** through nose
- Stand

MUST SEE:
- roll in one plane
- recovery to a standing position.

Optional progression for stage three - introduction to deep water (where available). See skill number 22:

If your students have performed skills 1 to 15 confidently and competently, at your discretion and your supervisor’s, they may experience swimming in deep water.

This is not mandatory and should not be forced on nervous students, but may promote confidence and provide additional survival skills.

One to one teaching and extra supervision will be required, so only a small amount of time should be devoted to this optional activity.
SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:
- enter water safely
- glide and swim 10 metres before recovering to an upright position. Grasp a floatation aid thrown for support and float for 60 seconds then kick to safety
- support the body in an upright position (basic hand and leg action) and signal distress.

WATER SAFETY KNOWLEDGE

Safe behaviour (refer to AUSTSWIM or RLSSA resource materials):
- aqua code
- at this centre
- around the home
- at the beach
- in rivers and lakes
- in dams
- at the public pool.
### Stage 4 - Water awareness

**Swim 15 metres freestyle**

Water depth: waist deep (minimum)

Regular breathing

#### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Revise glide and kick</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• See skill number 7</td>
</tr>
<tr>
<td></td>
<td>• Horizontal body</td>
</tr>
<tr>
<td></td>
<td>• Head position</td>
</tr>
<tr>
<td></td>
<td>• Flutter kick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revise and improve arm action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• See skill number 9</td>
</tr>
<tr>
<td></td>
<td>• Long pull</td>
</tr>
<tr>
<td></td>
<td>• Pressure on hands</td>
</tr>
<tr>
<td></td>
<td>• Recovery clear of water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revise and improve breathing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• See skill number 9</td>
</tr>
<tr>
<td></td>
<td>• Head position:</td>
</tr>
<tr>
<td></td>
<td>• exhale in water</td>
</tr>
<tr>
<td></td>
<td>• breathing to side</td>
</tr>
<tr>
<td></td>
<td>• Timing:</td>
</tr>
<tr>
<td></td>
<td>• breathing arm</td>
</tr>
<tr>
<td></td>
<td>• blowing arm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole stroke</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Regular, effective kick</td>
</tr>
<tr>
<td></td>
<td>• Effective propulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See freestyle faults and corrections</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• See page 79</td>
</tr>
</tbody>
</table>
Stage 4 - Water awareness

Swim 10m backstroke

Water depth: waist deep (minimum)
Catch up acceptable

SUGGESTED STEPS

Revise backward glide and kick

Arm action
Catch up to board

Standing - catch up to board (over thighs)

Swimming - catch up to board

TEACHING POINTS

- See skill number 1.2

- Hold board, fingers over, thumbs under
- Raise on straight arm
- Lead with little finger
- Brush ear with arm
- Pull down, touch thigh with thumb
- Place hand on board
- Repeat with other arm

- Hold board, fingers over, thumbs under
- Push off and kick
- Ears in water
- Hips up
- Pull and recover arms
- Touch thigh with thumb at end of pull

Advanced progression:

Extend distance and increase depth.

MUST SEE:
- near horizontal body position
- effective leg action
- straight arm recovery.
### SUGGESTED STEPS

#### Standing - without catch up (then walking)
- One arm touching ear - little finger leading
- One arm by side - thumb touching thigh
- Pull down with one arm while recovering other
- Repeat

#### Whole stroke - without catch up

#### Swimming

### TEACHING POINTS
- One arm touching ear - little finger leading
- One arm by side - thumb touching thigh
- Pull down with one arm while recovering other
- Repeat

### NOTE:

- Initial **starting position** (see skill number 8)
- **Push off** and **kick**
- Pull down with one arm while recovering other
- Little finger in, while opposite thumb touches thigh
- **Ear and thigh, ear and thigh**, etc.

- See page 80

---

**Stage 4 - Water awareness**

**Swim 10m backstroke**

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### Stage 4 - Water awareness

**Swim 10 metres survival backstroke**

- Water depth: waist deep (minimum)
- Introduce arm action

#### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Revise leg action sitting on edge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise one kick on back - with board</td>
</tr>
<tr>
<td>Increase number of kicks - with board</td>
</tr>
</tbody>
</table>

#### TEACHING POINTS

- See skill number 13
- **Hook feet** (feet up and out)
- **Drop feet** (heels back)
- **Kick around slowly**
- **Glide** (legs together, straight)

- **Hook feet** (feet up and out)
- **Drop feet** (heels back)
- **Kick around slowly**
- **Glide** (pause)
- Stand

- Repeat above
- **Glide between kicks**
- **Hook feet before kick**

**Advanced progression:**

Increase distance.

**MUST SEE:**

- circular leg action
- feet turned out.
## Stage 4 - Water awareness

### Swim 10 metres survival backstroke

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arm action standing</strong></td>
<td>• Recover hands upwards close to body</td>
</tr>
<tr>
<td></td>
<td>• <strong>Turn</strong> palms <strong>out</strong> to side</td>
</tr>
<tr>
<td></td>
<td>• <strong>Reach out</strong> sideways</td>
</tr>
<tr>
<td></td>
<td>• <strong>Push down</strong> to thighs</td>
</tr>
<tr>
<td><strong>Whole stroke</strong> - without board</td>
<td>• Glide</td>
</tr>
<tr>
<td></td>
<td>• <strong>Arms up</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Heels back</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Kick and push</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Glide</strong></td>
</tr>
<tr>
<td><strong>See survival backstroke faults and</strong></td>
<td>• See page 81</td>
</tr>
<tr>
<td>corrections</td>
<td></td>
</tr>
</tbody>
</table>
Stage 4 - Water awareness

Swim 5 metres breaststroke kick

Water depth: waist deep (minimum)
With board

**SUGGESTED STEPS**

**Leg action on front**

- **Static drill** - on land or supported in water

- **Kick** - with board

**TEACHING POINTS**

- Bring **heels up** (knees may part)
- **Feet outside** knees
- **Kick around slowly**
- Glide (pause count three)

**MUST SEE:**
- circular leg action
- feet turned out.

**Advanced progressions:**

Introduce arm action.

(If the above is performed successfully with a symmetrical kick - see skill number 26 for suggested steps).
### Stage 4 - Water awareness

**Scull head first on back**

Water depth: waist deep (minimum)
Without leg action

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise survival sculling</strong></td>
<td><strong>See skill number 14</strong></td>
</tr>
<tr>
<td><strong>Whole skill</strong></td>
<td><strong>Glide on back</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Hands by hips</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Point fingers up</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Scull out, in, out, in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Feel pressure on palms</strong></td>
</tr>
</tbody>
</table>
Stage 4 - Water awareness

Recover an object

Water depth: waist deep

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
</table>
| Glide from top to bottom - waist deep then deeper | • Glide from side  
• Point hands and head down  
• Open eyes  
• Follow with body |
| Dolphins - waist deep then deeper | • Push off from bottom  
• Point hands and head down  
• Open eyes  
• Follow with body |
| Duck dive - recover object | • Arms forward  
• Jump over and down (hips up)  
• Chin on chest  
• Glide down  
• Recover object |

MUST SEE:
• confident submersion  
• visual identification of an object  
• recovery of object.
### Stage 4 - Water awareness

**Swim in deep water**

Water depth: deep water equal to or greater than student’s height or most suitable depth available

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensure adequate supervision of class</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Students should be visible at all times**  
An extra instructor/supervisor (with an aid) should be present  
Water depth should be **progressively** increased as your students gain confidence  
Initial immersion in deep water should be performed **one at a time** |
| **Revise treading water** - just able to stand |  
**Scull** with hands  
Kick feet alternately  
**Relax** |
| **Slide in and tread water** - deep |  
**Slide in**  
**Let go** of edge  
**Tread water** |
| **Submerge, surface, tread water, turn around** - deep |  
**Sink down**  
Kick to surface  
**Tread water**  
**Turn around** |
### Stage 4 - Water awareness

**Swim in deep water**

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step in - deep</strong></td>
<td>• Step in</td>
</tr>
<tr>
<td></td>
<td>• <em>Exhale</em> during entry</td>
</tr>
<tr>
<td></td>
<td>• Kick to surface</td>
</tr>
<tr>
<td><strong>Step in, swim away, rest, return</strong></td>
<td>• <em>Turn around</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Swim back</em></td>
</tr>
<tr>
<td></td>
<td>• Use survival sculling, floating or treading</td>
</tr>
<tr>
<td></td>
<td>water to rest</td>
</tr>
</tbody>
</table>
Stage 4 - Water awareness

Safety survival sequence number 4

Water depth: chest deep (minimum)

SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:

- enter water safely
- swim and survival scull for 60 seconds
- move towards safety, grasp an object and be pulled to safety by a person securely positioned out of the water.

WATER SAFETY KNOWLEDGE

Survival in currents (refer to AUSTSWIM or RLSSA resource materials):

- rivers
- rips
- waves.

NOTE:

Although most skills from this point in the continuum are more effectively taught in water shallower than deep water, assessment of skills should be completed in deep water (where available). Exceptions are skill number 27 and skill number 40 (assessed in chest deep minimum).
## Stage 5 - Water sense

### Swim 25 metres freestyle

Water depth: deep water
(if available)
Proficient technique

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
</table>
| **Revise basic skills**     | • Body position
|                             | • Flutter kick
|                             | • Arm action
|                             | • Breathing                      |
| **Refine stroke**           | • Effective kick
|                             | • Efficient under water arm action|
|                             | • Regular breathing              |
|                             | • Bent arm recovery               |
| **See freestyle faults and corrections** | • See page 79                 |

**MUST SEE:**
- effective propulsion
- regular breathing pattern
- confidence in completing distance.
Stage 5 - Water sense

Swim 15 metres backstroke

Water depth: deep water (if available)
Alternating arm action

SUGGESTED STEPS

Revisit basic stroke

Arm action
Swimming - catch up to board (over thighs)

Swimming - catch up without board

TEACHING POINTS

• See skill number 17

• Hold board, fingers over, thumbs under
• Raise one arm, little finger leading
• Brush ear with arm
• Pull through, touch thigh with thumb
• Place hand on board
• Repeat with other arm

MUST SEE:
• near horizontal body position
• effective leg action
• correct hand entry.

Advanced progression:

Glide backward and kick with one arm extended back.

One arm back with little finger on water, repeat with other arm.

Extend distance and increase depth.
### SUGGESTED STEPS

**Whole stroke** - without catch up

- **Standing** - then walking

**Swimming**

See backstroke faults and corrections

### TEACHING POINTS

- One arm touching ear - little finger back
- One arm by side - thumb touching thigh
- Pull with one arm while recovering other
- Repeat

- **Starting position**
  - Push off and kick
  - Alternate arms as above
  - Little finger in while thumb of other hand touches thigh
  - Ear and thigh, ear and thigh, etc

- See page 80
Stage 5 - Water sense

Swim 15 metres survival backstroke

Water depth: deep water (if available)
Symmetrical leg action

MUST SEE:
- effective leg action
- below surface arm recovery.

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise leg action</td>
<td>• Hips level</td>
</tr>
<tr>
<td></td>
<td>• Knees level</td>
</tr>
<tr>
<td></td>
<td>• Feet turned out</td>
</tr>
<tr>
<td></td>
<td>• Symmetrical kick</td>
</tr>
<tr>
<td></td>
<td>• Glide</td>
</tr>
<tr>
<td>Revise arm action</td>
<td>• See skill number 18</td>
</tr>
<tr>
<td></td>
<td>• Under water recovery</td>
</tr>
<tr>
<td>Refine stroke</td>
<td>• Body position</td>
</tr>
<tr>
<td></td>
<td>• Leg action</td>
</tr>
<tr>
<td></td>
<td>• Arm action</td>
</tr>
<tr>
<td>See survival backstroke faults</td>
<td>• See page 81</td>
</tr>
<tr>
<td>and corrections</td>
<td></td>
</tr>
</tbody>
</table>

25
Stage 5 - Water sense

Swim 15 metres breaststroke

Water depth: deep water (if available)
Symmetrical leg action

MUST SEE:
- effective leg action
- feet turned out
- hands recover in front of shoulders.

SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Leg action on front</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Static drill</strong> - on land or supported water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Swimming - with board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring heels up (knees may part)</td>
</tr>
<tr>
<td>Toes outside knees</td>
</tr>
<tr>
<td>Kick around</td>
</tr>
<tr>
<td>Glide (count three)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Swimming - short distance without board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach over board, hold end</td>
</tr>
<tr>
<td>Glide</td>
</tr>
<tr>
<td>Heels up</td>
</tr>
<tr>
<td>Toes out</td>
</tr>
<tr>
<td>Kick around</td>
</tr>
<tr>
<td>Glide</td>
</tr>
</tbody>
</table>

NOTE:
It is normal for the knees to part slightly when lifting feet (heels) up. Breathing may be introduced earlier:
- with kick on front (hold back end of board)
- when introducing arm action.
## Stage 5 - Water sense

### Swim 15 metres breaststroke

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arm action leaning forward</strong> - walking on land then waist deep. Small, short action initially.</td>
<td>• Reach forward</td>
</tr>
<tr>
<td></td>
<td>• Press <em>out, thumbs down</em></td>
</tr>
<tr>
<td></td>
<td>• Pull in, <em>thumbs up</em></td>
</tr>
<tr>
<td></td>
<td>• Recover</td>
</tr>
<tr>
<td><strong>One whole stroke</strong></td>
<td>• Push off and <em>glide slowly</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Press and pull</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Kick</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Glide</em> with arms extended</td>
</tr>
<tr>
<td></td>
<td>• <em>Stand</em></td>
</tr>
<tr>
<td><strong>Increase number of strokes</strong></td>
<td>• <em>Glide</em> between strokes</td>
</tr>
<tr>
<td><strong>Introduce breathing</strong></td>
<td>• Press out, raise head</td>
</tr>
<tr>
<td></td>
<td>• <em>Breathe</em> and pull in</td>
</tr>
<tr>
<td></td>
<td>• Recover and lower head</td>
</tr>
<tr>
<td></td>
<td>• <em>Glide</em> and <em>blow</em></td>
</tr>
<tr>
<td><strong>See breaststroke faults and corrections</strong></td>
<td>• See page 81</td>
</tr>
</tbody>
</table>

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Stage 5 - Water sense

Demonstrate a surface dive

Water depth: Chest deep (minimum)
Recover an object

SUGGESTED STEPS

Revise duck dive
Surface dive from a glide - chest deep

Whole skill - breaststroke approach

TEACHING POINTS

• See skill number 21
• Push off and glide
• Open arms
• Head down, bend at waist
• Keeps legs straight

MUST SEE:
• breaststroke approach
• head first dive
• vertical descent.

• Breaststroke approach
• Kick into glide and dive
• Recover object
Stage 5 - Water sense

Safety survival sequence number 5

Water depth: deep water (if available)

SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:
- enter deep water using a step-in entry
- scull for 60 seconds using a combination of survival sculling and horizontal sculling (keeping face above water)
- grasp a floatation aid thrown for support and swim for 60 seconds before being pulled to safety by a partner securely positioned out of the water, using an extended reach technique.

WATER SAFETY KNOWLEDGE

Dry reach techniques, **non swimming** (refer to AustSwim or RLSSA resource materials):
- reach
- throw.

---

**Stage 5 - Water sense**

23 Swim 25m freestyle
24 Swim 15m backstroke
25 Swim 15m survival breaststroke OR
26 Swim 15m breaststroke
27 Demonstrate a surface dive
S5 Safety survival sequence number 5.
### Stage 6 - Junior

**Swim continuously 50 metres**

- Water depth: deep water (if available)
- Proficient technique

### SUGGESTED STEPS

**Swim continuously as follows:**

- 50 metres freestyle
- 25 metres freestyle and
- 25 metres backstroke
- 25 metres survival backstroke
- 25 metres breaststroke

### TEACHING POINTS

- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination

**MUST SEE:**
- continuous swim with no rest
- confidence in completing 50 metres

### Revise basic skills

- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination

### See faults and corrections

- See pages 79 to 83
Stage 6 - Junior

Swim 25 metre backstroke

Water depth: deep water (if available)
Proficient technique

SUGGESTED STEPS

Revise basic skills

• Body position
• Flutter kick
• Arm action

Revise stroke

• Effective kick
• Efficient under water arm action
• Straight arm recovery
• Alternating arm action

See backstroke faults and corrections

MUST SEE:
• near horizontal body position
• effective propulsion
• confidence in completing distance.

TEACHING POINTS

• See page 80
Stage 6 - Junior

Swim 25 metres survival backstroke

Water depth: deep water (if available)
Proficient technique

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
</table>
| **Revise leg action** | • Hips level  
• Knees level  
• Feet turned out  
• Symmetrical kick  
• Glide |
| **Revise arm action** | • See skill numbers 18 and 25  
• Recover hands up close to side of body  
• Palms turned out  
• Reach out sideways  
• Push down to thighs  
• Glide |
| **Refine stroke** | • Symmetrical kick  
• Simultaneous arm and leg recovery and propulsion |
| **See survival backstroke faults and corrections** | • See page 81 |

MUST SEE:  
• symmetrical leg action  
• feet turned out  
• correct timing (arms and legs).
## Stage 6 - Junior

### Swim 25 metres breaststroke

Water depth: deep water (if available)

**Proficient technique**

### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Revise leg action on back then front</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hips level</td>
</tr>
<tr>
<td>Knees level</td>
</tr>
<tr>
<td>Feet turned out</td>
</tr>
<tr>
<td>Symmetrical kick</td>
</tr>
<tr>
<td>Glide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revise arm action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outward and inward scull</td>
</tr>
<tr>
<td>Glide with arms extended forward</td>
</tr>
<tr>
<td>Hand pitch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revise breathing</th>
</tr>
</thead>
<tbody>
<tr>
<td>See skill number 26</td>
</tr>
<tr>
<td>Timing of breath</td>
</tr>
<tr>
<td>Face submerged to exhale</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Refine timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glide, pull and breathe, kick, glide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Refine stroke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symmetrical kick</td>
</tr>
<tr>
<td>Sculling hand action</td>
</tr>
<tr>
<td>Timing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See breaststroke faults and corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>See page 81</td>
</tr>
</tbody>
</table>

### MUST SEE:
- circular and symmetrical leg action
- feet turned out
- correct timing (arms and legs)
Stage 6 - Junior

Demonstrate a dive entry

Water depth: deep water required
Shallow dive sufficient

SUGGESTED STEPS

**Revise duck dive** - standing in chest deep water

**Sitting dive** - in chest deep water

**Squatting and half kneeling dive** - from one knee in deep water

**Standing dive** in deep water

TEACHING POINTS

- Arm forward
- **Chin tucked in**
- Jump **over and down** (hips up)
- **Head between arms**
- Hands together until surface reached
- **Chin tucked in**
- Roll **over and down**
- Repeat above

**MUST SEE:**
- head first entry
- confidence.

**NOTE:**
- If deep water is not available only first two steps in the progression i.e. revise duck dive and sitting dive may be practiced.
- Keep hands locked together until entry, then **steer up** to resurface.
- Diving from ‘deck level’ is sufficient.
SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:

- enter deep water using a dive entry
- demonstrate rotation of the tucked body (keeping face above the water). Swim slowly for 3 minutes using two recognised survival strokes, keeping the arms below the surface
- grasp a floatation aid thrown by a partner and, following instructions, kick to safety.

WATER SAFETY KNOWLEDGE

Special problems and their treatments (Refer to AUSTSWIM or RLSSA resource materials):

- cramp
- nose bleed
- hyperventilation
- minor marine stings.

Stage 6 - Junior

28 Swim continuously 50m freestyle OR
  - 25m freestyle and
  - 25m backstroke
  or survival backstroke
  or breaststroke

29 Swim 25m backstroke

30 Swim 25m survival backstroke

31 Swim 25m breaststroke

32 Demonstrate a dive entry

S6 Safety survival sequence number 6.
### Stage 7 - Intermediate

#### Scull feet first on back

**Water depth:** deep water (if available)

**Sculling hand action**

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise sculling head first on back</strong></td>
<td>• See skill number 20</td>
</tr>
<tr>
<td><strong>Whole skill</strong></td>
<td>• Lie back (feet at surface)</td>
</tr>
<tr>
<td></td>
<td>• Point <strong>fingers down</strong></td>
</tr>
<tr>
<td></td>
<td>• Scull out and in (hands close to body)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Pressure on palms</strong> of hands</td>
</tr>
</tbody>
</table>

**NOTE:**

Some students will have problems with legs sinking until the skill is learned. Holding a suitable floatation aid between the legs will help maintain a horizontal body position.

**MUST SEE:**

- outward and inward scull
- movement feet first.
Stage 7 - Intermediate

Demonstrate eggbeater kick

Water depth: deep water (if available)
Water polo kick

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole skill</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sitting on edge</strong></td>
<td>• Bend at knee and hip</td>
</tr>
<tr>
<td></td>
<td>• Feet turned out</td>
</tr>
<tr>
<td></td>
<td>• Circle lower legs alternately (e.g. one leg anti-clockwise, one leg clockwise)</td>
</tr>
<tr>
<td></td>
<td>• Kick from <strong>in to out</strong></td>
</tr>
<tr>
<td><strong>With floatation aids</strong></td>
<td>• Hold aids in front of chest on surface or under arms</td>
</tr>
<tr>
<td></td>
<td>• <strong>Body upright</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Knees apart</strong>, legs bent</td>
</tr>
<tr>
<td></td>
<td>• Kick from <strong>in to out</strong></td>
</tr>
<tr>
<td><strong>Without floatation aids</strong></td>
<td>• Body upright</td>
</tr>
<tr>
<td></td>
<td>• Scull with hands</td>
</tr>
<tr>
<td></td>
<td>• <strong>Knees apart</strong></td>
</tr>
<tr>
<td></td>
<td>• Kick from <strong>in to out</strong></td>
</tr>
</tbody>
</table>

**MUST SEE:**
- alternating leg action
- effective support.
Stage 7 - Intermediate

Swim 150 metres

Water depth: deep water
(if available)
Proficient technique

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swim continuously</strong> (order of strokes may be changed to suit conditions)</td>
<td>• 50 metres freestyle</td>
</tr>
<tr>
<td></td>
<td>• 50 metres breaststroke</td>
</tr>
<tr>
<td></td>
<td>• 25 metres backstroke</td>
</tr>
<tr>
<td></td>
<td>• 25 metres survival backstroke</td>
</tr>
<tr>
<td><strong>Revise and refine all stroking skills</strong></td>
<td><strong>Body position</strong></td>
</tr>
<tr>
<td></td>
<td>• Kick</td>
</tr>
<tr>
<td></td>
<td>• Arm action</td>
</tr>
<tr>
<td></td>
<td>• Breathing</td>
</tr>
<tr>
<td></td>
<td>• Timing and coordination</td>
</tr>
<tr>
<td><strong>See faults and corrections</strong></td>
<td><strong>See pages 79 to 83</strong></td>
</tr>
</tbody>
</table>

**MUST SEE:**
- continuous swim with no rest
- confidence in completing 150m.
## Stage 7 - Intermediate

### Swim 150 metres

#### Advanced progression:

- Bilateral breathing in freestyle, i.e. breathing to alternate sides, normally every three strokes:
  - Desirable (not essential) skill
  - Introduce when basic stroke and breathing are well learned.

#### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>Practise unilateral breathing on non preferred side</th>
</tr>
</thead>
</table>

#### TEACHING POINTS

- Drills (e.g. catch up to board) may be useful.
- Relate timing of breath to the recovery of each arm:
  - stroke (recovery) - breathe
  - stroke - blow
  - stroke - blow
  - stroke - breathe.

### Practise timing for bilateral breathing:

| Leaning forward (waist deep or on land) |
| Walking (waist deep) |
| Swimming |
Stage 7 - Intermediate

Safety survival sequence number 7

Water depth: deep water
(if available)

SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups:
- enter deep water using a compact jump
- swim slowly for four minutes using two recognised survival strokes, keeping the arms below the surface
- swim to safety.

UNDER WATER SEARCH

Demonstrate a surface dive, swim under water, search for and recover an object from water of depth equivalent to the candidate’s height.

WATER SAFETY KNOWLEDGE

Assessment of an emergency in the context of dry rescues and the risks of contact rescues (Refer to the RLSSA manual):
- ‘don’t get wet’
- recognising an emergency
- self preservation

FIRST AID

Bleeding management (RLSSA manual - emergency care). REST then:
- ice
- compression
- elevation.
### SUGGESTED STEPS

#### Whole skill

**Leg action lying on side** - in very shallow water or on land

- Bend knees
- Bring top leg forward, toes up, bottom leg back, toes pointed
- Scissor legs together
- Glide

**Glide on slide**

- Choose preferred side
- Ear in water
- Legs together
- Toes pointed

**Leg action swimming on side** - with boards

- Trailing (top) arm by side with board
- Extend leading (bottom) arm forward (with board)
- Bend knees
- Bring top leg forward, toes up, bottom leg back, toes pointed
- Scissor legs together
- Glide

### TEACHING POINTS

- Must see:
  - horizontal body position
  - scissor kick
  - alternating arm actions.

---

Stage 8 - Water wise

Swim 25 metres sidestroke

Water depth: deep water
(if available)
Scissor kick required
Inverted scissor kick acceptable
Stage 8 - Water wise

Swim 25 metres sidestroke

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drill for arm action</strong> - standing</td>
<td>• Pull leading arm to shoulder level, bring trailing arm up to shoulder</td>
</tr>
<tr>
<td></td>
<td>• Push trailing arm to thigh, extend leading arm</td>
</tr>
<tr>
<td><strong>Whole skill</strong></td>
<td>• Glide with ear in water</td>
</tr>
<tr>
<td></td>
<td>• Pull with leading arm</td>
</tr>
<tr>
<td></td>
<td>• Kick, and push trailing arm</td>
</tr>
<tr>
<td></td>
<td>• Glide</td>
</tr>
<tr>
<td><strong>See sidestroke faults and corrections</strong></td>
<td>• See page 82</td>
</tr>
</tbody>
</table>
**Stage 8 - Water wise**

**Demonstrate dolphin kick (Extension skill)**

Water depth: deep water (if available)

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kick under water</strong></td>
<td>• Arms forward</td>
</tr>
<tr>
<td></td>
<td>• Face down</td>
</tr>
<tr>
<td></td>
<td>• Move head slightly <strong>down</strong> and <strong>up</strong></td>
</tr>
<tr>
<td></td>
<td>• Follow with body</td>
</tr>
<tr>
<td><strong>Kick on surface</strong></td>
<td>• Arms forward</td>
</tr>
<tr>
<td></td>
<td>• Legs <strong>together</strong></td>
</tr>
<tr>
<td></td>
<td>• Toes <strong>turned in</strong></td>
</tr>
<tr>
<td></td>
<td>• Small kick</td>
</tr>
</tbody>
</table>

**MUST SEE:**
- arms extended forward
- paired leg action
- undulating body action.
Stage 8 - Water wise

Swim 200 metres

Water depth: deep water (if available)
Proficient technique

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
</table>
| Swim continuously (order of strokes may be changed to suit conditions) | - 50 metres backstroke  
- 50 metres breaststroke  
- 50 metres freestyle  
- 25 metres survival backstroke  
- 25 metres sidestroke |
| Revise and refine all stroking | - Body position  
- Kick  
- Arm action  
- Breathing  
- Timing and coordination |
| See faults and corrections | - See pages 79 to 83 |

MUST SEE:
- continuous swim with no rest  
- confidence in completing 200 metres.
## Advanced progression: Backstroke ‘S’ pull

### SUGGESTED STEPS

#### One arm drill

**Standing**
- Press
- Bend
- Push

**Swimming (one arm by side)**
- Press
- Bend
- Push

#### Repeat with other arm

**Alternate arms**

### TEACHING POINTS

- Recover arm to hand entry position
- **Press** palm and shoulder back (with straight arm)
- **Bend** arm
- **Push** hand down past thigh
- Repeat with same arm

- **Press** down and get hold of water
- **Bend** arm
- **Push** down past thigh
- Recover arm
- Repeat with same arm
SURVIVAL SEQUENCE

The following survival skills should be taught as a sequence and practised in pairs or groups. Dressed in swimwear, shorts and t-shirt demonstrate:
- survival sculling, floating or treading water for 2 minutes
- swimming slowly for 3 minutes using the three recognised survival strokes, keeping the arms below the surface, changing after each minute to another stroke.

WATER SAFETY KNOWLEDGE

Cold water survival (refer to AUSTSWIM or RLSSA resource materials):
- help position
- huddle position
- without floatation aid
- hypothermia.

FIRST AID

Recovery position (refer to AUSTSWIM or RLSSA resource materials).
Stage 9 - Senior

Swim 10 metres butterfly
(Extension skill)

Water depth: deep water
(if available)

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise dolphin kick</strong></td>
<td>• See skill number 37</td>
</tr>
<tr>
<td><strong>Arm Action</strong></td>
<td>• Arms extended forward</td>
</tr>
<tr>
<td><strong>Standing - leaning forward</strong></td>
<td>• Hands enter water in line with shoulders</td>
</tr>
<tr>
<td>(keyhole pull)</td>
<td>• <strong>Press out</strong>, then <strong>pull in</strong> under chest</td>
</tr>
<tr>
<td><strong>Leaning forward</strong></td>
<td>• <strong>Push back</strong> past thighs</td>
</tr>
<tr>
<td>- in waist deep water</td>
<td>• Recover arms wide</td>
</tr>
<tr>
<td><strong>See butterfly faults and corrections</strong></td>
<td>• Hand entry as above</td>
</tr>
<tr>
<td></td>
<td>• <strong>Press out</strong>, <strong>pull in</strong>, <strong>push</strong>, back</td>
</tr>
<tr>
<td></td>
<td>• Recover wide, close to surface</td>
</tr>
<tr>
<td></td>
<td>• See page 83</td>
</tr>
</tbody>
</table>

**MUST SEE:**
- dolphin kick
- paired arm action.
## Stage 9 - Senior

### Swim 10 metres butterfly (Extension skill)

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Combining leg and arm action</strong></td>
<td>- Push off, arms extended forward</td>
</tr>
<tr>
<td></td>
<td>- <strong>Kick, glide, kick</strong></td>
</tr>
<tr>
<td></td>
<td>- Pull and breathe</td>
</tr>
<tr>
<td></td>
<td>- Glide, arms extended forward</td>
</tr>
<tr>
<td></td>
<td>- Repeat</td>
</tr>
<tr>
<td><strong>Whole stroke</strong></td>
<td>- Push off, arms extended forward</td>
</tr>
<tr>
<td></td>
<td>- <strong>Kick</strong> and <strong>glide</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Pull</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Kick</strong> and push in to recovery of arms</td>
</tr>
<tr>
<td></td>
<td>- Repeat</td>
</tr>
</tbody>
</table>
Demonstrate a tumble turn
(Extension skill)

Water depth: chest deep
(minimum)

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Turn without twist</strong></td>
<td></td>
</tr>
<tr>
<td><strong>From standing</strong></td>
<td>• Face wall</td>
</tr>
<tr>
<td></td>
<td>• Roll forward, eyes open, exhale</td>
</tr>
<tr>
<td></td>
<td>• Place feet on wall</td>
</tr>
<tr>
<td></td>
<td>• Push off on back</td>
</tr>
<tr>
<td><strong>From swimming</strong> - push off on back</td>
<td></td>
</tr>
<tr>
<td><strong>Whole skill</strong></td>
<td>• Approach with two strokes</td>
</tr>
<tr>
<td><strong>From swimming</strong> - push off on side/front</td>
<td>• Finish with arms by side</td>
</tr>
<tr>
<td></td>
<td>• Roll forward, place feet on wall (duck head, press down on hands)</td>
</tr>
<tr>
<td></td>
<td>• Push off on back</td>
</tr>
</tbody>
</table>

**MUST SEE:**
- somersault
- push off wall with feet.
## Stage 9 - Senior

### Swim 300 metres

**Water depth:** deep water (if available)  
**Proficient technique**

### SUGGESTED STEPS

<table>
<thead>
<tr>
<th>SUGGESTED STEPS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
</table>
| **Swim continuously** (order of strokes may be changed to suit conditions) | • 50 metres freestyle OR 25 metres butterfly and 25m freestyle  
• 50 metres backstroke  
• 50 metres breaststroke  
• 50 metres freestyle  
• 50 metres sidestroke  
• 50 metres survival backstroke |

### Revise and refine all strokes

- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination

### See faults and corrections

- See pages 79 to 83

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**MUST SEE:**  
- continuous swim with no rest  
- confidence in completing 300 metres.
Students should:
- Demonstrate an understanding of the CPR primary survey flow chart.
- Demonstrate an understanding of the rationale behind the 30:2 ratio.

**NOTE:**
Simple information should be provided for this introduction to CPR. Students should be encouraged to practise the above skills at home.

This skill does not need to be performed on a manikin.

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**MUST SEE:**
- check for signs of life
- place a casualty in the recovery position
- monitor airway and breathing.

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**Stage 9 - Senior**

**Principles of CPR**
*(Extension skill)*

CPR (Cardio pulmonary resuscitation)

**Basic knowledge and practise of the following should be provided:**

**The Chain of Survival**
- Early access - call for help as soon as possible.
- Early CPR will increase the casualty’s chance of survival.
- Early defibrillation - the restoration of adequate heart rhythm.
- Early advanced cardiac support - to stabilise the casualty.

**Action Plan**
- **D**anger – check for danger to yourself, bystanders and then the casualty.
- **R**esponse – assess the level of consciousness by talk and touch.
- **S**end – for help, call an ambulance (000).
- **A**irway – check, clear and open the airway. Look, listen and feel for signs of life.
- **B**reathing – look, listen and feel for breathing.
- **CPR** – give 30 compressions followed by two breaths.
- **Defibrillation** – attach an AED as soon as possible and follow voice prompts.
Stage 9 - Senior

Safety survival sequence number 9 (Extension skill)

NON-CONTACT RESCUES

Having assessed the emergency (refer RLSSA manual), if a reach or throw rescue is not practical, candidates should have knowledge of the following techniques:

**Wade rescue**
Given that a person is in difficulty 10m from safety, demonstrate:
- safe entry into the water
- wade to and offer an aid to the person
- pull the person to safety
- instruct the person on how to leave the water safely.

**Defensive position and reverse**
- **Safe distance** from the person in difficulty.

**Accompanied rescue**
Given that a person is in difficulty in deep water, demonstrate a rescue as follows:
- enter the water using a stride or other appropriate entry
- reassure the person during the approach
- **keep a safe distance**, adopt the defensive position and pass a floatation aid
- accompany the person to safety, while keeping a safe distance from the person in difficulty.

NOTE: It is vital that students are warned to keep a safe distance from swimmers in difficulty - contact rescues are not to be taught at this level.
Faults and corrections

Freestyle

Too much knee bend
1. Revise basic kicking drills.
2. More practise kicking on back.
3. Kicking on side (with board).
4. Rub big toes together.
5. Kick through hoop.
6. Use fins.

Legs too low in water
1. Revise breathing position/drills.
2. Ensure head is not raised (lifted) when breathing.
3. Check for ineffective kick.

Breathing problems. May cause many faults, e.g. ‘double arm pull’ on breathing side
1. Practise basic drills. Emphasising blowing out – breathing in will occur automatically.
2. Avoid raising the head and exhale under water.
3. Catch up on board.
4. Use activities/games that encourage exhaling in the water.
5. Walk breathing and blowing with arm action.

Short pull – hand does not reach forward after entry and exits at waist
1. Catch up on board.
2. Brush thighs with thumb.
3. Reach out to touch instructor’s finger tips.

Elbow leads during pull – hand falls back and does not catch water
1. Catch up on board.
2. Walking drills.
3. Feel pressure on palm of hand – pull body past hand.

Over-reaching (round front) of hands at entry. Causes hip sway
1. Catch up drills (with or without board).
2. Check body roll.

Wide arm action during recovery. Causes hip sway
1. Encourage high elbow recovery.
2. Push back past the thigh.
3. Trail fingers in water as hand passes shoulder.

Too much roll – usually on one side to aid breathing
1. Revise breathing drills.
2. Introduce bilateral breathing to more competent swimmers.
3. Trail fingers in water as hand passes shoulder.
Faults and corrections

Backstroke

Bending too much at hips (‘sitting’ in the water)
1. Learn body position first.
2. Practise kicking drills, and then add the arms.
4. Head back, ears on or under surface.

Knees coming out of water
1. Revise kicking drills.
2. Rub big toes together.
3. Kick holding board over knees.

Under-reaching and over-reaching (the latter under causes hip sway)
1. Lead recovery with little finger.
2. Brush ear with arm.
3. Allow some body roll.
4. Practise one arm drills.

Bent arm during recovery
1. Lead recovery with little finger.
2. Brush ear with arm.
3. Practise one arm drills.
4. Arms only – hold board between knees.

Hand falls back and elbow leads during the pull
1. Feel pressure on palm of hand (get hold of water with your hand).
2. Apply pressure to palm of hand during land drill.

Failure to swim in a straight line
1. Check for deeper pull on one side.
2. Practise one arm drills.
3. Head may be too far back.
4. Open eyes and align with marker (block, post) at end of lane.

Head movement
1. Imagine object balanced on forehead.
Faults and corrections

Breaststroke (and survival backstroke kick)

Failure to turn one or both feet out during kick (scissor kick)
1. Revise basic drills. Have partner or instructor apply pressure to inside of feet when kicking around slowly.
2. Hook feet and circle very slowly, keeping feet ‘hooked’ during whole kick.
3. Slide underneath of toes down side of pool while swimming.

Pulling too far back (past shoulders)
1. Practise arm action with noodle across front under elbows.
2. Practise with arms extended forward for several kicks – two kicks to one arm stroke.
3. Add the arm action with a small pull (‘hands’ only).
5. Introduce correct timing/glide.

Bending too much at hips
1. Practise kick on land while lying on front.
2. Concentrate on using lower leg.
3. Practise kicking on back keeping knees below surface.
4. Bring heels back rather than knees up.

Incorrect timing (pull starts before kick has finished)
1. Kick and glide (no arms, no breathing) arms extended.
2. Breathe then kick and glide with arms extended (i.e. no arm action).
3. Add very small arm circling to previous drill (number 2).
4. Double kick breaststroke – two kicks to one arm stroke. Start and finish with hands and feet together.
5. Reduce the number of strokes taken to swim a set distance.
Faults and corrections

**Sidestroke**

**Breaststroke kick**
1. Practise scissor kick lying on side in shallow (30cm) water or on land. Make sure the toe of the bottom foot is pointed. Avoid swimming on the front.
2. Emphasise both knees point to side of pool (shoulder position).
3. Tuck, split, squeeze together.
4. Emphasise that whole stroke is done in top 30cms of water.

**Angled body position**
1. Keep the ear in the water.
2. Glide after kick.

**Breaststroke arm action**
1. Practise the arm action standing. Learn leading (bottom) arm first.
2. The leading (bottom) arm pulls to the shoulder.
3. Practise ‘scooping’ action of leading (bottom) arm first, keeping top arm still – on hip. ‘Scoop’ then kick and glide.
4. Add trailing (top) arm action (push from shoulder to thigh) at same time as legs squeeze together.
Faults and corrections

Butterfly

Too much knee bend
1. Revise basic drills.
2. Concentrate on a small flip of the feet.

Lack of undulation in the body
1. Practise dolphin kick under water.
2. Practise dolphin kick under water arms extended above head.
3. Start the action by moving the head.

Only one kick per stroke
1. Kick and glide when the hands enter the water.
2. Reduce the glide later.

Straight arm pull
1. Learn ‘keyhole’ pull.
2. Scull with hands (out, in, out).

Arms fail to recover clear of water
1. Practise over short distances to avoid fatigue.
2. Breathe by poking the chin forward close to the surface.
3. Recover the arms wide (thumbs down).

Timing
1. De-emphasise kick. Focus on ‘head enters water before hands, head lifts before hands exit water’.
Be sun smart
The Department and The Cancer Council of Western Australia requires you to include the SunSmart message as part of your swimming lessons.

Exposure to ultraviolet radiation during childhood and adolescents can increase the risk of skin cancer. It is really important to protect your students from the sun’s damaging rays every day. It is never too late to start.

You can encourage your students to be SunSmart with a few simple steps. Incorporate these messages into your lessons:
- slip on protective clothing
- slop on SPF 30+ sunscreen
- slap on a hat
- seek shade
- slide on some sunglasses.
Together we can ensure that sun protection is an important part of getting ready to go for a swim.
For more information visit cancerwa.asn.au.

Aquatic environments
Students will swim in a range of environments, some will differ significantly from the one in which they are currently taking lessons. Have you discussed safety issues and how they relate to the current and other environments?
For example:
- swimming pools
- lakes
- beaches
- rivers
- estuaries
- dams.
Useful contacts
The following organisations may provide access to further resources and materials to assist you with planning your lessons. These organisations may also provide information on qualifications and professional development courses.

**AUSTSWIM WA**
W: austswim.com.au

**Surf Life Saving WA**
W: surflifesavingwa.com.au

**Royal Life Saving WA Inc.**
W: lifesavingwa.com.au

**Swimming WA**
W: wa.swimming.org.au

**ASCTA WA**
W: ascta.com.au