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SWIMMING INSTRUCTOR HANDBOOK AND GUIDELINES



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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 sign your 'acceptance of 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

Time	Activity/Skill	Teaching points	Organisation
Time taken to complete activity	What you are teaching and number of repetitions	Aspects of the skill to be emphasised	Formations and equipment

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.

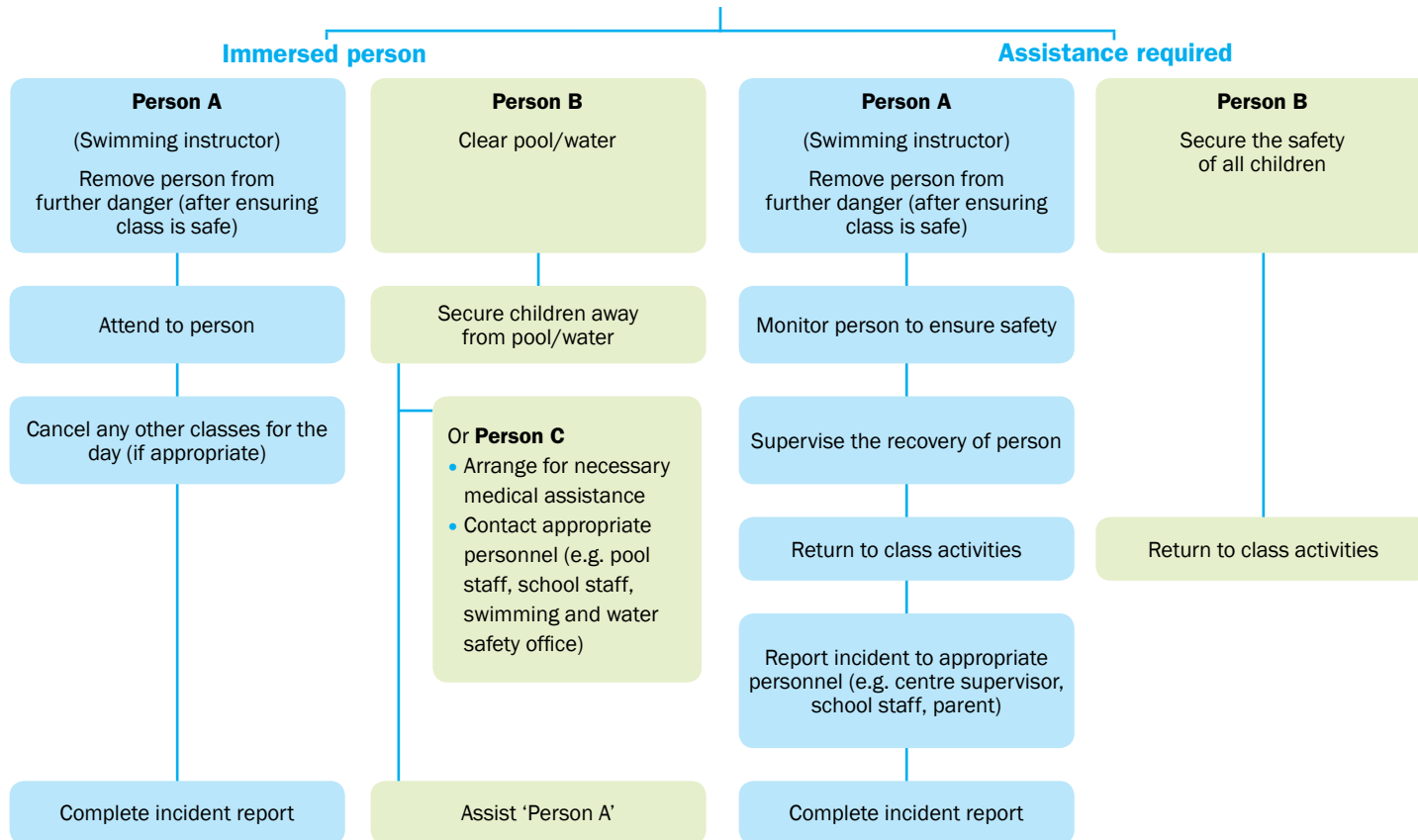
Incidents requiring an incident form to be sent to SWS office:

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



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.

Department of Education, Western Australia

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



MUST SEE:

- confident and safe entry
- confident and safe exit.

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
-

Stage 1 - Beginner

Exhale in water

Water depth: shallow

Face in water



MUST SEE:

- relaxed and confident exhalation.

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

Stage 1 - Beginner

Open eyes under water

Water depth: shallow

Identify an object underwater

SUGGESTED STEPS

Open eyes - shallow water (then progressively deeper)



MUST SEE:

- confidence
- ability to identify an object clearly.

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)



MUST SEE:

- entire head under water.

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

Stage 1 - Beginner

Glide forward and recover

Water depth: waist deep

No set time or
distance required

SUGGESTED STEPS

Glide in waist deep water

Starting position

Glide

Recover

**MUST SEE:**

- face in the water - exhaling
- near horizontal body position
- arms extended in front of the head
- recovery to a standing position.

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

- **Shoulders under**

- **Arms forward** (extended at surface)

- **Face in water**

- **Push off**

- **Glide**

- **Head up**

- **Knees up**

- **Pull down** with arms and hands

- **Stand**

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



MUST SEE:

- near horizontal body position
- recovery to a standing position.

SUGGESTED STEPS

Float or glide in waist deep water

Starting position

Float or glide

Recover

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
- **Shoulders under**
- **Head back**
- **Arms by side**
- **Push off**
- **Lie back**
- **Head up**
- **Knees up**
- **Push down** with arms and hands
- Stand

Advanced progression:

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

Stage 1 - Beginner

Safety survival sequence number 1

Water depth: appropriate
to students ability

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.

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 3 metres

Water depth: waist deep
(minimum)

Advanced progression:

Extend distance maintaining
a continuous 'six beat' kick.

SUGGESTED STEPS

Revise forward glide

Flutter kick

Glide forward, kick and recover

Starting position

Glide

Kick

Recover



MUST SEE:

- near horizontal body position
- face in water, exhaling
- continuous kick.

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

Stage 2 - Water discovery

Glide backward, kick and recover

Water depth: waist deep
(minimum)

No set distance

Arms by side



MUST SEE:

- near horizontal body position
- continuous kick without excessive knee bend.

SUGGESTED STEPS

Revise float or glide backward

Revise flutter kick

Glide backward, kick and recover

Starting position

Glide

Kick

Recover

TEACHING POINTS

- See skill number 6

- **Shoulders under**
- **Head back**

- Push off, glide
- Extend glide with continuous kick
- Stand

Advanced progression:

Extend distance maintaining a continuous 'six beat' kick.

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**Revise glide with kick**

Arm action leaning forward - catch up to edge

Arm action

Walking - catch up to board

Swimming - catch up to board
(short distance)

Whole Stroke

Swimming - without board (short distance)

TEACHING POINTS

- See skill number 7
- 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
- Fingers over, thumbs under boards
- Repeat above while walking
- **Starting position** (see skill number 5)
- **Face in** - exhaling
- **Push off** and **kick**
- **Pull** with arms
- **Recover** clear of water
- **Starting position**
- **Face in** - exhaling
- **Push off** and **kick**
- **Pull** with arms
- **Recover** clear of water

Advanced progression:

Introduce breathing:
see skill number 11.

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

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

Sculling for support - chest deep

Combine leg action - just able to stand



MUST SEE:

- outward and inward scull
- ability to gain some support
- alternating leg action.

TEACHING POINTS

- Bend arms at elbows
 - Flat, relaxed hands
 - Move hands out - **thumbs down**
 - Move hands in - **thumbs up**
 - Small movements
-
- Repeat above
 - **Scull** for support
 - **Submerge shoulders**
 - **Lift feet** from bottom
-
- **Scull** for support
 - Kick legs alternately

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.

Stage 2 - Water discovery

Safety survival sequence number 2

Water depth: waist deep
(minimum)

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.

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

Advanced progression:

Extend distance and
increase depth.



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

Stage 3 - Preliminary

Swim 10 metres freestyle

SUGGESTED STEPS

Breathing and blowing - with arm action**Leaning forward** - catch up to edge (or board)**Swimming** - catch up to board**Swimming** - without board

TEACHING POINTS

- Option: one arm drills with breathing

- **Breathing position**
- **Breathe** and recover breathing arm
- Face in
- **Blow** and recover blowing arm

- **Breathing position**
- **Push off** and **kick**
- **Breathe** and recover arm
- **Face in**
- **Blow** and recover arm

- **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



MUST SEE:

- near horizontal body position
- effective kick.

SUGGESTED STEPS

Revise backward glide

Revise flutter kick

Glide backward and kick

Starting position

Glide

Kick

Recover

TEACHING POINTS

- See skill number 6

- **Shoulders under**
- **Head back**

- Push off, **glide**
- Extend glide with continuous **kick**
- Stand

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

Advanced progression:

Extend distance
and increase depth.



MUST SEE:

- circular movement of feet
- flexed feet.

SUGGESTED STEPS

Toe/foot exercises

Leg action sitting on edge

Hook feet

Drop feet

Circle feet around

Pause (glide)

Repeat

TEACHING POINTS

- 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**

Stage 3 - Preliminary

Demonstrate breaststroke leg action

SUGGESTED STEPS

Single kick - with board

Increase number of kicks - with board

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

TEACHING POINTS

- Hold board on stomach
 - Push off and glide
 - **Hook feet** (toes out)
 - **Drop feet** (heels back)
 - **Circle feet** (kick around slowly)
 - **Stop**
 - Stand
-
- **Glide between kicks**
 - **Feet up and out before 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



MUST SEE:

- sculling hand action
- flat, relaxed hands
- effective support.

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**

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



MUST SEE:

- roll in one plane
- recovery to a standing position.

TEACHING POINTS

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

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.

Stage 3 - Preliminary

Safety survival sequence number 3

Water depth: waist deep
(minimum)

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.

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



MUST SEE:

- near horizontal body position
- effective propulsion
- regular breathing pattern.

SUGGESTED STEPS

Revise glide and kick

Revise and improve arm action

Revise and improve breathing

Whole stroke

See freestyle faults and corrections

TEACHING POINTS

- See skill number 7
 - Horizontal body
 - Head position
 - Flutter kick
-
- See skill number 9
 - Long pull
 - Pressure on hands
 - Recovery clear of water
-
- See skill number 9
 - Head position:
 - exhale in water
 - breathing to side
 - Timing:
 - breathing arm
 - blowing arm
-
- Regular, effective kick
 - Effective propulsion
-
- See page 79

Stage 4 - Water awareness

Swim 10m backstroke

Water depth: waist deep
(minimum)

Catch up acceptable

Advanced progression:

Extend distance
and increase depth.

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

**MUST SEE:**

- near horizontal body position
- effective leg action
- straight arm recovery.

TEACHING POINTS

- See skill number 12

- 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

Swim 10m backstroke

SUGGESTED STEPS

Standing - without catch up (then walking)

Whole stroke - without catch up

Swimming

See backstroke faults and corrections

NOTE: The use of boards and catch up drills are optional.

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

-
- 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 10 metres survival backstroke

Water depth: waist deep
(minimum)

Introduce arm action

**MUST SEE:**

- circular leg action
- feet turned out.

SUGGESTED STEPS

Revise leg action sitting on edge

Revise one kick on back - with board

Increase number of kicks - with board

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.

Stage 4 - Water awareness

Swim 10 metres survival backstroke

SUGGESTED STEPS

Arm action standing

Whole stroke - without board

See survival backstroke faults and corrections

TEACHING POINTS

- Recover hands upwards close to body
 - **Turn** palms **out** to side
 - **Reach out** sideways
 - **Push down** to thighs
-
- **Glide**
 - **Arms up**
 - **Heels back**
 - **Kick and push**
 - **Glide**
-
- See page 81
-

Stage 4 - Water awareness

Swim 5 metres breaststroke kick

Water depth: waist deep
(minimum)

With board

Advanced progressions:

Introduce arm action.

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

SUGGESTED STEPS**Leg action on front**

Static drill - on land or supported
in water

Kick - with board

**MUST SEE:**

- circular leg action
- feet turned out.

TEACHING POINTS

- Bring **heels up** (knees may part)
- **Feet outside** knees
- **Kick around slowly**
- Glide (pause count three)
- Reach over board and hold end
- Glide
- **Heels up**
- **Feet up and out**
- **Kick around slowly**
- **Glide**

Stage 4 - Water awareness

Scull head first on back

Water depth: waist deep
(minimum)

Without leg action

SUGGESTED STEPS

Revise survival sculling

Whole skill



MUST SEE:

- sculling hand action
- movement backwards.

TEACHING POINTS

- See skill number 14
- Glide on back
- Hands by hips
- **Point fingers up**
- Scull **out, in, out, in**
- Feel **pressure** on **palms**

Stage 4 - Water awareness

Recover an object

Water depth: waist deep

**MUST SEE:**

- confident submersion
- visual identification of an object
- recovery of object.

SUGGESTED STEPS

Glide from top to bottom - waist deep then deeper

Dolphins - waist deep then deeper

Duck dive - recover object

TEACHING POINTS

- **Glide** from side
- Point hands and **head down**
- **Open eyes**
- Follow with body
- Push off from bottom
- Point hands and **head down**
- **Open eyes**
- Follow with body
- Arms forward
- Jump **over and down** (hips up)
- **Chin on chest**
- Glide down
- Recover 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



MUST SEE:

- confidence
- ability to submerge and surface
- vertical and horizontal body positions.

SUGGESTED STEPS

Ensure adequate supervision of class

Revise treading water - just able to stand

Slide in and tread water - deep

Submerge, surface, tread water, turn around - deep

TEACHING POINTS

- **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**
- **Scull** with hands
- Kick feet alternately
- **Relax**
- **Slide in**
- **Let go** of edge
- Tread water
- **Sink down**
- Kick to surface
- **Tread water**
- **Turn around**

Stage 4 - Water awareness

Swim in deep water

SUGGESTED STEPS

Step in - deep

Step in, swim away, rest, return

TEACHING POINTS

- Step in
 - **Exhale** during entry
 - Kick to surface
 - **Turn around**
 - **Swim back**
-
- Use survival sculling, floating or treading water to rest
-

Stage 4 - Water awareness

Safety survival sequence number 4

Water depth: chest deep
(minimum)

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.

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

SUGGESTED STEPS

Revise basic skills

Refine stroke

See freestyle faults and corrections



MUST SEE:

- effective propulsion
- regular breathing pattern
- confidence in completing distance.

TEACHING POINTS

- Body position
 - Flutter kick
 - Arm action
 - Breathing
-
- Effective kick
 - Efficient under water arm action
 - Regular breathing
 - Bent arm recovery
-
- See page 79

Stage 5 - Water sense

Swim 15 metres backstroke

Water depth: deep water
(if available)

Alternating arm action

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.



MUST SEE:

- near horizontal body position
- effective leg action
- correct hand entry.

SUGGESTED STEPS

Revise 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
- **Shoulders under, head back**
- **Extend arms back**
- **Push off** and **kick**
- **Pull and recover arms** as above

Stage 5 - Water sense

Swim 15 metres backstroke

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.

SUGGESTED STEPS

Revise leg action

Revise arm action

Refine stroke

See survival backstroke faults and corrections

TEACHING POINTS

- Hips level
- Knees level
- Feet turned out
- Symmetrical kick
- Glide
- See skill number 18
- Under water recovery
- Body position
- Leg action
- Arm action
- See page 81

Stage 5 - Water sense

Swim 15 metres breaststroke

Water depth: deep water
(if available)

Symmetrical leg action

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.



MUST SEE:

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

SUGGESTED STEPS

Leg action on front

Static drill - on land or supported water

Swimming - with board

Swimming - short distance without board

TEACHING POINTS

- Bring **heels up** (knees may part)
- **Toes outside** knees
- **Kick around**
- Glide (count three)
- Reach over board, hold end
- Glide
- **Heels up**
- **Toes out**
- **Kick around**
- **Glide**
- **Arms forward** (extended at surface)
- **Heels up**
- **Toes out**
- **Kick around**
- **Glide**

Stage 5 - Water sense

Swim 15 metres breaststroke

SUGGESTED STEPS

Arm action leaning forward - walking on land then waist deep. Small, short action initially.

One whole stroke

Increase number of strokes

Introduce breathing

See breaststroke faults and corrections

TEACHING POINTS

- Reach forward
- Press **out, thumbs down**
- Pull **in, thumbs up**
- Recover
- Push off and **glide slowly**
- **Press and pull**
- **Kick**
- **Glide** with arms extended
- Stand
- **Glide** between strokes
- Press out, raise head
- **Breathe** and pull in
- Recover and lower head
- Glide and **blow**
- See page 81

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



MUST SEE:

- breaststroke approach
- head first dive
- vertical descent.

TEACHING POINTS

- See skill number 21
- Push off and glide
- **Open arms**
- **Head down, bend** at waist
- Keeps **legs straight**
- Breaststroke approach
- Kick into **glide** and **dive**
- Recover object

Stage 5 - Water sense

Safety survival sequence number 5

Water depth: deep water
(if available)

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.

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 6 - Junior

Swim continuously 50 metres

Water depth: deep water
(if available)

Proficient technique

SUGGESTED STEPS

Swim continuously as follows:

Revise basic skills

See faults and corrections



MUST SEE:

- continuous swim with no rest
- confidence in completing 50 metres.

TEACHING POINTS

- **50 metres freestyle** or
- **25 metres freestyle** and
 - **25 metres backstroke** or
 - **25 metres survival backstroke** or
 - **25 metres breaststroke**
- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination
- See pages 79 to 83

Stage 6 - Junior

Swim 25 metre backstroke

Water depth: deep water
(if available)

Proficient technique



MUST SEE:

- near horizontal body position
- effective propulsion
- confidence in completing distance.

SUGGESTED STEPS

Revise basic skills

Revise stroke

See backstroke faults and corrections

TEACHING POINTS

- Body position
- Flutter kick
- Arm action
- Effective kick
- Efficient under water arm action
- Straight arm recovery
- Alternating arm action
- See page 80

Stage 6 - Junior

Swim 25 metres survival backstroke

Water depth: deep water
(if available)

Proficient technique



MUST SEE:

- symmetrical leg action
- feet turned out
- correct timing (arms and legs).

SUGGESTED STEPS

Revise leg action

Revise arm action

Refine stroke

See survival backstroke faults and corrections

TEACHING POINTS

- Hips level
- Knees level
- Feet turned out
- Symmetrical kick
- Glide
- 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
- Symmetrical kick
- Simultaneous arm and leg recovery and propulsion
- See page 81

Stage 6 - Junior

Swim 25 metres breaststroke

Water depth: deep water
(if available)

Proficient technique



MUST SEE:

- circular and symmetrical leg action
- feet turned out
- correct timing (arms and legs).

SUGGESTED STEPS

Revise leg action on back then front

Revise arm action

Revise breathing

Refine timing

Refine stroke

See breaststroke faults and corrections

TEACHING POINTS

- Hips level
- Knees level
- Feet turned out
- Symmetrical kick
- Glide
- Outward and inward scull
- Glide with arms extended forward
- Hand pitch
- See skill number 26
- Timing of breath
- Face submerged to exhale
- Glide, pull and breathe, kick, glide
- Symmetrical kick
- Sculling hand action
- Timing
- See page 81

Stage 6 - Junior

Demonstrate a dive entry

Water depth: deep water required

Shallow dive sufficient

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.

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



MUST SEE:

- head first entry
- confidence.

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
- **Head between arms**
- Bend knees
- Jump **up and over, out and down**
- **Legs straight**

Stage 6 - Junior

Safety survival sequence number 6

Water depth: deep water
(if available)

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.

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 7 - Intermediate

Scull feet first on back

Water depth: deep water
(if available)

Sculling hand action



MUST SEE:

- outward and inward scull
- movement feet first.

SUGGESTED STEPS

Revise sculling head first on back

Whole skill

TEACHING POINTS

- See skill number 20
- Lie back (feet at surface)
- Point **fingers down**
- Scull **out** and **in** (hands close to body)
- **Pressure on palms** of hands

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.

Stage 7 - Intermediate

Demonstrate eggbeater kick

Water depth: deep water
(if available)

Water polo kick



MUST SEE:

- alternating leg action
- effective support.

SUGGESTED STEPS

Whole skill

Sitting on edge

With floatation aids

Without floatation aids

TEACHING POINTS

- Bend at knee and hip
- Feet turned out
- Circle lower legs alternately (e.g. one leg anti-clockwise, one leg clockwise)
- Kick from **in to out**
- Hold aids in front of chest on surface or under arms
- **Body upright**
- **Knees apart**, legs bent
- Kick from **in to out**
- Body upright
- Scull with hands
- **Knees apart**
- Kick from **in to out**

Stage 7 - Intermediate

Swim 150 metres

Water depth: deep water
(if available)

Proficient technique

**MUST SEE:**

- continuous swim with no rest
- confidence in completing 150m.

SUGGESTED STEPS

Swim continuously (order of strokes may be changed to suit conditions)

Revise and refine all stroking skills

See faults and corrections

TEACHING POINTS

- 50 metres freestyle
 - 50 metres breaststroke
 - 25 metres backstroke
 - 25 metres survival backstroke
-
- Body position
 - Kick
 - Arm action
 - Breathing
 - Timing and coordination
-
- See pages 79 to 83
-

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

Practise unilateral breathing on non preferred side

Practise timing for bilateral breathing:

Leaning forward (waist deep or on land)

Walking (waist deep)

Swimming

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.

Stage 7 - Intermediate

Safety survival sequence number 7

Water depth: deep water
(if available)

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.

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'
- self preservation
- recognising an emergency

FIRST AID

Bleeding management (RLSSA manual - emergency care). REST then:

- ice
- compression
- elevation.

Stage 8 - Water wise

Swim 25 metres sidestroke

Water depth: deep water
(if available)

Scissor kick required

Inverted scissor kick acceptable



MUST SEE:

- horizontal body position
- scissor kick
- alternating arm actions.

SUGGESTED STEPS

Whole skill

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

Glide on slide

Leg action swimming on side - with boards

TEACHING POINTS

- Bend knees
 - Bring **top leg forward**, toes up, **bottom leg back**, toes pointed
 - Scissor legs together
 - Glide
-
- Choose preferred side
 - **Ear in water**
 - **Legs together**
 - **Toes pointed**
-
- 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

Stage 8 - Water wise

Swim 25 metres sidestroke

SUGGESTED STEPS

Drill for arm action - standing

Whole skill

See sidestroke faults and corrections

TEACHING POINTS

- **Pull** leading arm to shoulder level, bring trailing arm up to shoulder
 - **Push** trailing arm to thigh, extend leading arm
-
- Glide with ear in water
 - **Pull** with leading arm
 - **Kick, and push** with trailing arm
 - **Glide**
-
- See page 82
-

Stage 8 - Water wise

Demonstrate dolphin kick (Extension skill)

Water depth: deep water
(if available)

SUGGESTED STEPS

Kick under water

Kick on surface



MUST SEE:

- arms extended forward
- paired leg action
- undulating body action.

TEACHING POINTS

- **Arms forward**
 - **Face down**
 - Move head slightly **down** and **up**
 - Follow with body
-
- **Arms forward**
 - **Legs together**
 - **Toes turned in**
 - Small kick

Stage 8 - Water wise

Swim 200 metres

Water depth: deep water
(if available)

Proficient technique

SUGGESTED STEPS

Swim continuously (order of strokes may be changed to suit conditions)

Revise and refine all stroking

See faults and corrections



MUST SEE:

- continuous swim with no rest
- confidence in completing 200 metres.

TEACHING POINTS

- 50 metres backstroke
- 50 metres breaststroke
- 50 metres freestyle
- 25 metres survival backstroke
- 25 metres sidestroke
- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination
- See pages 79 to 83

Stage 8 - Water wise

Swim 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

Stage 8 - Water wise

Safety survival sequence number 8

Water depth: deep water
(if available)

Stage 8 - Water wise

- 36 Swim 25m sidestroke
- 37 Demonstrate dolphin kick
- 38 Swim 200m
 - 50m backstroke
 - 50m breaststroke
 - 50m freestyle
 - 25m survival backstroke
 - 25m sidestroke
- S8 Safety survival sequence number 8.

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)



MUST SEE:

- dolphin kick
- paired arm action.

SUGGESTED STEPS

Revise dolphin kick

Arm Action

Standing - leaning forward
(keyhole pull)

Leaning forward - in waist deep water

See butterfly faults and corrections

TEACHING POINTS

- See skill number 37
- Arms extended forward
- Hands enter water in line with shoulders
- **Press out**, then **pull in** under chest
- **Push back** past thighs
- Recover arms wide
- Hand entry as above
- **Press** out, **pull** in, **push**, back
- Recover wide, close to surface
- See page 83

Stage 9 - Senior

Swim 10 metres butterfly

(Extension skill)

SUGGESTED STEPS

Combining leg and arm action

Whole stroke

TEACHING POINTS

- Push off, arms extended forward
 - **Kick**, glide, **kick**
 - Pull and breathe
 - Glide, arms extended forward
 - Repeat
-
- Push off, arms extended forward
 - **Kick** and **glide**
 - **Pull**
 - **Kick** and push in to recovery of arms
 - Repeat
-

Stage 9 - Senior

Demonstrate a tumble turn (Extension skill)

Water depth: chest deep
(minimum)



MUST SEE:

- somersault
- push off wall with feet.

SUGGESTED STEPS

Turn without twist

From standing

From swimming - push off on back

Whole skill

From swimming - push off on side/front

TEACHING POINTS

- Face wall
- Roll forward, eyes open, exhale
- Place **feet on wall**
- **Push off** on back
- Approach with two strokes
- Finish with arms by side
- Roll forward, place **feet on wall (duck head, press down on hands)**
- Push off on back
- Approach as above
- Roll forward, place feet on wall **toes pointing to side**
- Arms above head
- Push off and **twist** to front

Stage 9 - Senior

Swim 300 metres

Water depth: deep water
(if available)

Proficient technique

SUGGESTED STEPS

Swim continuously (order of strokes may be changed to suit conditions)

Revise and refine all strokes

See faults and corrections

**MUST SEE:**

- continuous swim with no rest
- confidence in completing 300 metres.

TEACHING POINTS

- 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
- Body position
- Kick
- Arm action
- Breathing
- Timing and coordination
- See pages 79 to 83

Stage 9 - Senior

Principles of CPR (Extension skill)

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.



MUST SEE:

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

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

Danger – check for danger to yourself, bystanders and then the casualty.

Response – assess the level of consciousness by talk and touch.

Send – for help, call an ambulance (000).

Airway – check, clear and open the airway. Look, listen and feel for signs of life.

Breathing – 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)

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).

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.
3. Keep hips near surface.
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).
4. Learn to scull inward in front of shoulders. Keep hands in sight. Swim with chin resting on surface.
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

T: 1300 885 666
9328 2115
F: 6270 1061
E: wa@austswim.com.au
W: austswim.com.au

Royal Life Saving WA Inc.

T: 9383 8200
F: 9207 6699
E: info@rlsswa.com.au
W: lifesavingwa.com.au

Surf Life Saving WA

T: 9207 6666
F: 9207 6699
W: surflifesavingwa.com.au

Swimming WA

T: 9328 4599
F: 9227 6089
E: waswim@wa.swimming.org.au
W: wa.swimming.org.au

Notes

