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STA is a registered charity No: 1051631 whose objectives are:

"The preservation of human life by the teaching of swimming, lifesaving and survival techniques"

Introduction

The **International Learn to Swim (ILS) Resource Manual** aims to assist teachers of swimming to deliver programmes of consistent quality and content. Teaching Objectives and Learning Outcomes are shown in a clear structured framework to ensure consistent standards. This flexible framework can be used in any swimming teaching situation regardless of scale.

Overview of the ILS

The ILS programme has 3 elements:

1. The ILS 'Learn to Swim' Programme
2. The ILS Supporting Programmes
3. The ILS Specialist Programmes

All the Programmes are carefully planned and structured to introduce new skills, reinforce those learnt in previous awards and develop new techniques, stamina and understanding. All levels of the Programmes have clearly defined standards, teaching objectives and learning outcomes.

1. The ILS 'Learn to Swim' Programme

A single progressive scheme that starts with introducing babies of a few months old to the pool and concludes by leading into special programmes for teenagers and young adults.

The Programme is divided into a number of components:

- **Starfish** - designed to teach principally very young children to learn to swim in 6 progressive steps with basic water safety education as an integral part of the scheme. On completion of step 6 pupils progress to the Stanley First Steps, following on from this the Level 2 Goldfish series.
- **Level 1 Octopus Awards** - this series of 3 awards is an alternative introduction to the Programme.
- **Levels 2 to 4, Goldfish, Angelfish and Shark Awards**- these series of 9 awards develop swimming and water safety skills as a progression either from the First Steps Series or from the Octopus Series.

On completion of level 4 pupils will be able to:

- Swim 100 metres.
- Perform 6 strokes.
- Perform a dive from the poolside.

- Demonstrate survival skills.
- Have an understanding of their own ability and knowledge of basic water safety.
- **Levels 5 to 7** - At level 5 pupils have a choice of two pathways both taking them towards a Gold Award, or, alternatively they may wish to progress up both pathways at the same time. The two pathways are:

The Advanced Swimmer Series - comprising 3 levels, Bronze, Silver and Gold; they are designed to develop swimming technique, speed, stamina and advanced water skills (water polo and synchronised swimming).

The Water Safety Skills Series - comprises 3 levels, Bronze, Silver and Gold; they are designed to develop survival and rescue skills.

- **Level 8 the Platinum Award** - is the pinnacle award of swimming, rescue and survival skills for those who have achieved the Advanced Swimmer Gold and the Water Safety Skills Gold.

2. The ILS Supporting Programmes

Consisting of 8 series of awards that provide contrast and incentives within, or outside of, **The ILS Learn to Swim Programme**. They are:

- **The Distance Series** comprises a range of awards that reward distance and stamina over distances from 5 metres to 5,000 metres and can be used as additional incentives throughout **The ILS Learn to Swim Programme**.
- **The Kingfisher Series** of 3 awards develops diving skills. They can be used to complement pupil's activities during awards from Octopus 2 onwards.
- **The Seal Series** comprises 4 awards covering personal survival skills. It is recommended that this series is only undertaken by pupils who have completed Shark 3.
- **The Beaver Series** of 5 awards develops watermanship skills and leads into water polo and synchronised swimming activities. They can be used to complement pupil's activities from Goldfish 2 onwards.
- **The Otter Series** introduces an understanding of anatomy and physiology and basic First Aid skills in 4 awards; they are suitable for use by



pupils who are at Key Stage 2 and upwards and can be undertaken in the classroom.

- **National Curriculum Key Stage 2 Award**
- **Incentive Awards** – the STA has a range of awards for use within, or outside of **The ILS Learn to Swim Programme**, including:
 - The “I can Swim” badge.
 - The “Good Front Crawl”, “Good Back Crawl”, “Good Breaststroke” and “Good Butterfly” badges.
 - **The Certificate of Achievement.**
 - **The STAnley says “Well Done” Certificate.**
 - A range of STAnley stickers.

3. **The ILS Specialist Programmes**

In addition there are a number of specialist programmes; they are:

Teenagers & Young Adults:

The STA recognises that for teenagers and young adults there are many alternative attractions to continuing swimming. To provide interest and challenges the STA has:

- **The NARS Cross Series** of 3 awards that turns competent swimmers into potential lifesavers.
- **The NARS Resuscitation Series** of an award covering Adult, Infant & Child resuscitation.
- **The Student Teacher Certificate** trains young people to act as an assistant to the qualified swimming teacher. This certificate can be linked to National Curriculum Key Stage 4.

Adults

- **The Adult Swimmer Series** (*Content Modified August 2010*) comprises 4 awards covering the basics up to and including competent water skills. Those who complete the whole series can progress to Advanced Swimmer Series or Water Safety Skills Series.

Special Needs:

The STA is committed to offering equal access and opportunities and offers:

- **The Penguin Series** is the most comprehensive and progressive swim scheme for people of all ages with disabilities, and has two distinct programmes – **The Emperor Penguin Series** that develops strengths and stamina and the **Rockhopper Penguin Series** that develops skills.
- **The Rockhopper Penguin Series** consists of 9 progressive levels each with its own full-colour A4 certificate and woven badge.
- To complement the skilled awards, **The Emperor Penguin Series** of distance awards enable the swimmer to increase their strength and stamina by swimming in their own style, using adapted strokes, from 5 metres to 400

metres. Each award has its own full colour A4 certificate and woven badge.

Many of these programmes are recognised by other youth organisations such as Scouts, Guides and the Duke of Edinburgh Awards.

Key Principles of the Resource Pack

The **ILS Resource Pack** is based upon the key principles of consistency of approach, user friendliness, flexibility and interaction.

Consistency

The Teaching Objectives and Learning Outcomes are specified, for each award, in the **ILS Information Manual**. This ensures a consistent approach throughout the swimming programme.

The standards required for every element of all lesson plans covering levels 1 to 4 of the *Learn to Swim Series* are given on the back of each lesson plan.

User friendliness

The **ILS Resources Pack** includes a step-by-step guide for teachers, waterproof lesson plans, interactive lesson planning and full information on effectively producing lessons of a consistent and high quality.

Flexibility

The **ILS Resource Pack** is not fully prescriptive, allowing pupils to progress at their own pace and ability. The adaptable nature of the programme permits swimming teachers to customise the delivery to suit the circumstances of both teacher and pupil.

Interaction

The Teaching Objectives contained in the **ILS Information Manual** represent a progressive integration of stroke development, survival skills, water safety knowledge and diving skills.

Throughout the syllabi learning skills are introduced, reinforced and developed. The **ILS Resource Pack** can be used in 3 ways according to the teachers experience and needs; holistic, supplementary or customised.

The Key Principles are supported by the information contained in the **ILS Resources Pack**.

After the ILS

The completion of the **ILS** by a candidate need not be the end of the structured aquatic development.



The STA has programmes that can be linked into from the ILS. The following programmes retain interest and may lead to a valuable and worthwhile career.

NARS Qualifications

The STA offers a number of qualifications under the banner of National Aquatic Rescue Standard (NARS).

The NARS courses include:

NARS Cross

The NARS Cross is a series of 3 awards developed with the young teenager in mind, they are ideal for Middle School swimmers, Scouts, Guides, Boys Brigade and Girls Brigade.

The course covers water safety, basic life support, first aid knowledge, personal survival skills, rescue skills and speed swimming.

These awards provide an ideal introductory training programme for the NARS Pool Lifeguard programme.

STA Level 2 NARS Poolside Helper (NARS PH)

The NARS PH is open to candidates of 14 years of age or older and is an acceptable prerequisite lifesaving requirement for all STA swimming teaching examination courses.

Holders of the NARS PH are qualified to act as a poolside lifesaver whilst working as a swimming teacher or as an assistant to a swimming teacher.

The course includes knowledge of the safe operating procedures and emergency procedures, simulated rescues using a variety of techniques, simulated resuscitation and recovery procedures on children, babies and adults, and knowledge of theoretical first aid.

STA Level 2 NARS Pool Lifeguard (NARS PL)

The NARS PL programme trains those age 16 years and older, to become a professional pool lifeguard. This programme meets the UK and world standards as set down by International Life Saving for pool lifeguarding.

First Aid at Work

The STA is approved by the Health & Safety Executive to deliver the First Aid at Work and the Appointed Person awards. These both comply with the Health and Safety First Aid Regulations 1981. Candidates must be 16 years of age or older.

Student Teacher Certificate

The Student Teachers Certificate (STU) has been designed to provide preliminary training in the skills of teaching swimming for teenagers and young adults and it is a natural stepping stone to a vocational qualification in swimming.

Candidates must be 13 years of age on completion of the course; the upper age limit is 18 years and be able to swim 100m in a competent manner and be confident in deep water.

STA Swimming Teacher Training

There are four Swimming Teachers Qualifications awarded by the STA:

STA Level 2 Certificate in Teaching Swimming - Beginners (STC B)

STA Level 2 Certificate in Teaching Swimming - Full (STC F)

STA Level 2 Certificate in Teaching Swimming - Primary School Teacher (STC PT)

STA Level 2 Certificate in Teaching Swimming - Secondary School Teacher (STC ST)

Additional programmes are available for teaching babies and young children (**Baby & Pre School Certificate**), teaching people with disabilities (**Special Needs Certificate**) and teaching water exercise and therapy (**Aquacise**).

Acknowledgments

The STA wishes to thank all of those members, users, committee members, Trustees and employees of the STA who have worked to conceive, design, develop and create the **ILS Programme**. In particular the STA acknowledges the considerable assistance given by staff of Flintshire County Council and also the design team at Pure Design - Shrewsbury and Polar Group - printers.



Planning for Consistent Standards

It is imperative that quality is consistent, is of the highest standard and is measurable. With the ILS this is achieved by:

- Progressive teaching objectives.
- Relevant learning outcomes.
- Defined assessment standards.
- 48 structured lesson plans.
- Reproducible sheets for recording progress.

To ensure consistent high standards the swimming teacher will need to focus on 3 simple stages:

1. Initial pupil assessment.
2. Lesson planning.
3. Monitoring.

The User Guide Flow Chart on page 8 shows the processes and tools available. These are:

- **Summary of Skills**
See page 9 of this manual
- **Teaching Objectives**
See **ILS Information Manual**, pages 4 to 23 – left hand columns.
- **Learning Outcomes**
See **ILS Information Manual**, pages 4 to 23 – right hand columns.
- **ILS Lesson Plans**
Within the **ILS Resource Pack** there are 48 waterproof Lesson Plans covering the introduction, development and the reinforcing of all skills in Levels 1 to 4. The lesson plans also provide the skill learning templates for other awards within the **ILS Programme**. See the **ILSP Summary of Skills** on page 9.

The front of the lesson plans contains pictorial images that can be used to reinforce explanations. On the reverse are set out teaching practices and teaching points with the standards to be achieved for each skill.

Each lesson plan consists of 2 main themes; teachers may wish to use both themes in one lesson. Alternatively by using single themes the number of lesson plans is doubled to 96 in total, 8 per award.

Additional copies of the lesson plan sets are available from the STA.

- **Register of Attendance**
A blank for photocopying is provided at the back of the **ILS Resources Manual**.
- **Progress Tick Sheets**
The **ILS Resources Manual** contains blank tick sheets; these can be for photocopied for use in connection with the **ILS Programme**.

Pupil Assessment

Pupils enter the programme with a variety of skills and abilities. An assessment should be made of each pupil to ensure that they enter the scheme at the appropriate level using the **Teaching Objectives** and **Learning Outcomes** and the **Summary of Skills**. It is not a requirement that pupils take every award if they have previous experience and can demonstrate that they can perform all of the skills of all of the awards up to the entry point.

Pupils may already have STA awards from the **Stanley First Steps Series**; if they have completed Step 7 they enter the **ILS Programme** at Level 2 Goldfish.

If pupils have awards from the previous **STA International Award Scheme** they can link into the **ILS Programme** in accordance with the table on page 11.

Alternatively, if pupils are holders of ASA awards they can link into the **ILS Programme** in accordance with the table on page 11.

Lesson Planning

Swimming teachers will be aware of the importance of lesson planning and points that should be contained in each lesson. For further information swimming teachers are recommended to consult “**Teaching Swimming**” published by the STA.

The **ILS** framework Supports 3 alternative approaches.



1. Holistic – Levels 1 to 4 only

For levels 1 to 4 the printed lesson plans may be used in their entirety. This may suit an inexperienced teacher or where there is a requirement for a structured approach.

There are 4 lesson plans for each award; the swimming teacher should progress through the relevant lesson plans in accordance with the progress of the pupils. It may be necessary to repeat one or more of the lessons for a number of weeks, or return to a previous lesson plan to develop and reinforce basic skills.

2. Supplementary

The printed lesson plans may require expansion to reflect the needs of the pupils, taking into account their age and ability. Some aspects may need to be broken down into component parts whereas, more advanced practices may also need to be used. The needs and safety of the pupils must always be paramount.

When developing 'Supplementary' lesson plans links can easily be established between the ILS lesson plan elements i.e.

1. Entry
2. Warm up
3. Main Theme (a)
4. Main Theme (b)
5. Contrasting Activity
6. Exit followed by praise and evaluation.

and the corresponding elements of the Learning Outcomes, Teaching Objectives and Assessment Standards contained within this manual.

Supplementary lesson planning can be used for the STARFISH and STANley First Step series and all the Supporting and Specialist Programmes.

3. Customised

Blank pro-forma lesson plans are provided for the experienced teacher who wishes to draw upon their own experiences and good practice; they can be used for all awards in the ILS Programme.

Customised lesson plans maybe written with the same principles, and using the same tools, as for the Supplementary lesson plans set out above.

Swimming teachers who produce their own lesson plans, either Supplementary or Customised, must ensure that the teaching objectives set out on pages 4 to 23 of the ILS Information Manual are covered during the course of lessons. The ILS

Lesson Plan Alternatives on page 11 indicates how Level 1 to 4 ILS Lesson Plans can be used to support other ILS Awards.

Teachers must always ensure that the standards, as stated on the reverse of the ILS Lesson Plans and in this manual, are observed.

Monitoring

Lessons should be evaluated to ensure progress of pupils throughout the programme.

Course related pro-forma pupil ILS Progress Tick Sheets enable the teacher to record syllabus related progress for continuous assessment purposes.

The pro-forma ILS Register records attendance and can also be a useful tool for recording the current lesson plan being taught by inserting the lesson plan index instead of a tick.

Awards Assessments

It is recommended that all teachers of swimming should be properly qualified and these swimming teachers should carry out all awards assessments.

Diving, if not performed properly, can be a very dangerous activity; it is essential that an appropriately qualified swimming teacher should assess all STA awards that include diving.

The pupil must complete ALL of the skills for the award being assessed. The standards required are detailed on the back of the ILS Lesson Plans and in this manual.

Best Practice

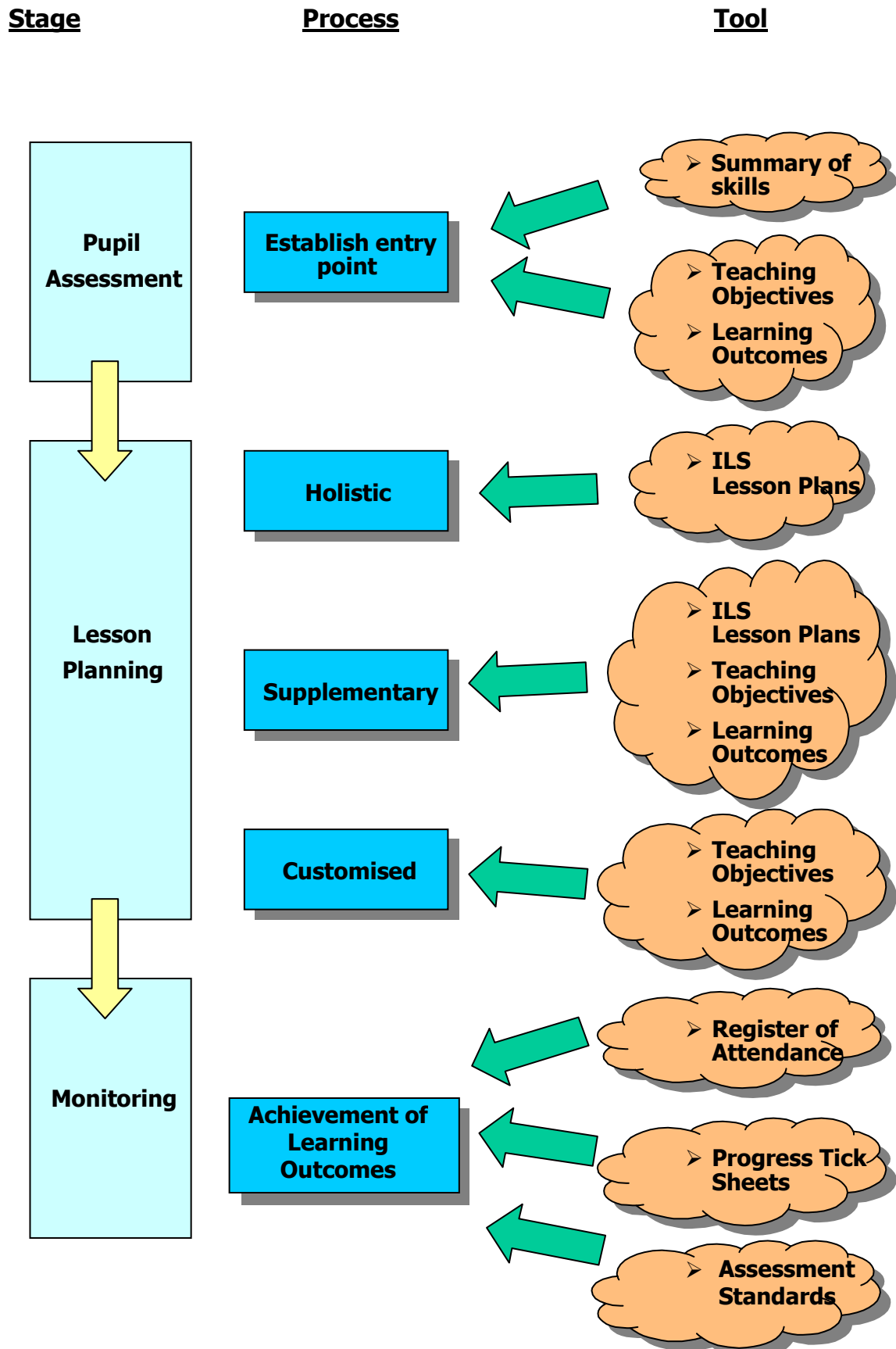
All of the lesson plans, either printed or written, may be collated to form a compendium of good practice. This enables the basic framework to be expanded to form a fluid-working document.

Links to ASA National Plan

The following table gives a general guidance on suitable levels of crossover between the ILS programme and the ASA National Plan.

ILS	ASA national plan
Level 1 - Octopus 3	Level 2 - Badge
Level 2 - Goldfish 3	Level 4- Badge
Level 3 - Angelfish 3	Level 6- Badge
Level 4 - Shark 3	Level 8 - Badge

User Guide Flow Chart



ILSP Summary of Skills (Lesson Plans)

		Main Theme 1	Main Theme 2
1.	Octopus 1	Regaining feet from a back floating position	Regaining feet from a front floating position
2.		Back crawl leg action	Front crawl leg action
3.		Back paddle arm action	Front paddle arm action
4.		Back paddle	Front paddle
5.	Octopus 2	Front crawl leg kick	Front crawl arm action
6.		Back crawl leg action	Back crawl arm action
7.		Breaststroke leg kick on back	Breaststroke arm action
8.		Leg kicking either front crawl, back crawl or breaststroke	Arm action either front crawl, back crawl or breaststroke
9.	Octopus 3	Front crawl including breathing	Back crawl
10.		Breaststroke leg kick	Breaststroke arm action including breathing
11.		Dolphin leg kick on the back	Front crawl or back crawl
12.		Breaststroke	Back crawl
13.	Goldfish 1	Front crawl leg kick and Back crawl leg kick	Front crawl arm action and breathing and Back crawl arm action
14.		Breaststroke leg kick on the back	Breaststroke arm action
15.		Dolphin kick	Back crawl
16.		Front crawl, correct breathing	Dolphin kick
17.	Goldfish 2	Front crawl	Back crawl
18.		Breaststroke leg kick	Breaststroke arms
19.		Dolphin kick	Breaststroke
20.		Front crawl	Back crawl and Dolphin kick
21.	Goldfish 3	Lifesaving backstroke leg kick	Breaststroke timing
22.		Back crawl	Lifesaving backstroke
23.		Front crawl timing	Dolphin kick
24.		Front crawl and back crawl	Breaststroke

		Main Theme 1	Main Theme 2
25.	Angelfish 1	Front crawl	Breaststroke
26.		Back crawl	Breaststroke
27.		Dolphin kick	Front crawl
28.		Front crawl and breaststroke	Back crawl and dolphin leg kick
29.	Angelfish 2	Breaststroke	Front crawl including a correct touch finish
30.		Front crawl	Back crawl including correct finish
31.		Dolphin leg kick on back with Old English backstroke arm action	Breaststroke including correct finish
32.		Front crawl and breaststroke	Back crawl and dolphin leg kick on back with Old English backstroke arm action
33.	Angelfish 3	Front crawl including correct finish	Back crawl including correct touch finish
34.		Breaststroke including correct touch finish	Butterfly
35.		Breaststroke including correct touch finish	Front crawl including correct touch finish
36.		Front crawl and Breaststroke	Back crawl and Butterfly
37.	Shark 1	Back crawl	Front crawl
38.		Front crawl bilateral breathing	Butterfly and Old English backstroke
39.		Breaststroke	Back crawl
40.		Breaststroke and Old English backstroke	Front crawl bilateral breathing
41.	Shark 2	Sidestroke	Transition from butterfly to back crawl
42.		Transition from back crawl to breaststroke	Transition from breaststroke to front crawl
43.		Transition from butterfly to back crawl	Individual medley
44.		75 metres in 2 recognised strokes and 25 metres of a 3 rd stroke	4 x 1 width individual medley
45.	Shark 3	Front crawl	Breaststroke
46.		Back crawl	Butterfly
47.		Individual medley	Back crawl and butterfly
48.		Front crawl and Breaststroke	Individual medley

ILS Lesson Plan Alternatives

Teachers teaching the under mentioned awards can use the lesson plans indicated as support material.

ILS Award	Lesson plan
Steps 1 and 2	1, 2,
Steps 3 and 4	1, 2
Steps 5 and 6	1, 2, 3, 4
Steps 7 and 8	1, 2, 3, 4
Steps 9 and 10	1, 2, 3, 4, 5, 6
Steps 11 and 12	1, 2, 3, 4, 5, 6, 7, 8
Steps 13 and 14	5, 6, 7, 8, 9, 10, 11, 12
Adult 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Adult 2	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Adult 3	19 to 36 inclusive
Adult 4	37 to 48 inclusive

Links from Previous STA Awards Scheme

Old STA Award	Additional skills to perform	Move to ILS Award
Teddy Bear 1	<ul style="list-style-type: none"> • 2 water safety questions 	Octopus 1
Teddy Bear 2	<ul style="list-style-type: none"> • 2 water safety questions 	Octopus 1
Teddy Bear 3	<ul style="list-style-type: none"> • 2 water safety questions • Octopus 1, skills 3 and 9 	Octopus 2
Tadpole 1	<ul style="list-style-type: none"> • 2 water safety questions • Octopus 2, skills 7 and 8 	Octopus 3
Tadpole 2	<ul style="list-style-type: none"> • 2 water safety questions • Octopus 2, skills 7 and 8 	Octopus 3
Tadpole 3	<ul style="list-style-type: none"> • 2 water safety questions • Octopus 3, skill 9 	Octopus 3
Pool Frog 1	<ul style="list-style-type: none"> • 2 water safety questions • Goldfish 1, skills 3 and 7 	Goldfish 1
Pool Frog 2	<ul style="list-style-type: none"> • 2 water safety questions • Goldfish 2, skills 3 and 8 	Goldfish 2
Pool Frog 3	<ul style="list-style-type: none"> • 2 water safety questions • Goldfish 2, skills 3 and 8 	Goldfish 2



Teaching and Technical Support

Adjusting for Facility Constraints etc

There will be occasions when due to facility design, available water depth or pupils age that certain skills cannot be performed safely. Set out below are alternative skills to cover such situations.

Skill	Alternative
Enter the pool using steps This may not be possible due to pool design.	Enter the pool safely from a sitting position.
Walk, hop, skip or jump for 5 metres in the water The pool may be too deep.	Demonstrate movement across the pool using aids.
Return to a standing position The pool may be too deep.	Return to a vertical position without feet touching the bottom of the pool.
Practices performed standing in shallow water Water may be too deep.	Demonstrate on the poolside.
Hold the rail/ poolside This may not be possible due to pool design.	Pupils should stand in a stable position, touching the side of the pool.
Step-in entry Water may not be deep enough.	Enter the pool safely by another method.
Swim butterfly Not suitable for children under 7 years of age.	Demonstrate dolphin leg kick on the back.
All poolside dives Not suitable in water depth less than 1.8m.	Push and glide with a smooth transition into the stroke.

Definitions

Within the **ILS Information Manual** the following terms are used:

- **Introduce** - introduce the skill or activity for the first time.
- **Reinforce** - repeat previously introduced skills or activities to ensure that the pupil understands the key features.
- **Develop** - improve previously introduced skills.
- **Shallow water** - a water depth in which pupils can stand, typically between the midriff and shoulder level.
- **Deep water** - a water depth in excess of the full standing height of the pupil.
- **All four strokes** - front crawl, breaststroke, back crawl and butterfly.
- **All six strokes** - the four strokes as above, plus sidestroke and old English backstroke.
- **Width** - a minimum distance of 8 metres.
- **Length** - a minimum distance of 25 metres.

ILS Water Safety Questions

It is an integral part of the **ILS Programme** that water safety is introduced and tested by oral

questions. It is suggested that if possible this is done outside of pool time in a classroom situation. Alternatively explanations and questions can take place on the poolside prior to entry into the water.

Suitable questions are on the reverse of the **ILS Lesson Plans**. A full list of questions and answers are on page 45. These may be photocopied.

Water Depths for Safe Entries

Step-in Entries

A step-in entry is performed by stepping off the poolside into the water; the pupil should not jump or spring up.

The same safety provisions apply to a step-in entry as is set out below for a jump-in entry.

Jumping in Entries

A jumping-in entry is a development from the step-in entry where the pupil jumps up and forward from the poolside. These should be practised but careful consideration should be given to the safety aspects. In deck level pools it may be difficult to achieve the height required for some jumps. The first practice should be a step in entry.

The following safety recommendation should always be observed when teaching step-in and jumping-in entries.

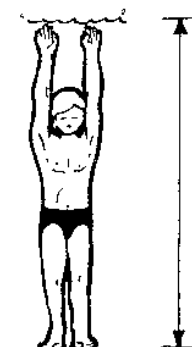
The minimum recommended water depth for step in entries is at least chest deep. The minimum recommended water depth for a spring entry is 1.8 metres.

During the flight prior to entry into shallower water, the legs need to be straight and together. As they enter the water, the knees and ankles need to be relaxed ready to flex and absorb any shock in readiness for the feet to touch the pool floor.

Diving Entries

The following recommendations are from "Diving in Swimming Pools and Open Water Areas" published by ISRM. These recommendations are supported by the STA and the other associations involved in swimming & water safety.

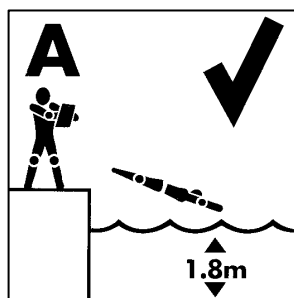
When teaching persons to dive special precautions are necessary. The Amateur Swimming Association and the Swimming Teachers Association advocate that, for both adults and children, **the water depth should ideally be at least their full standing height plus arms and fingers fully extended.**



However, this advice must be considered as exemplary as very few existing swimming pools can provide water of sufficient depth to meet this requirement for adults or tall children. The majority of modern pools have a deep end of only 1.8 to 2.0m and no diving pit. As it would be far less safe not to teach diving at all to a proportion of the population, it can only be suggested that this guidance be followed where possible and that where this is just not practicable the deepest water available, **with a minimum depth of 1.8m**, should be used with the exercise of additional caution.

Recommendation

The teaching of diving should not be carried out in water with a vertical depth of less than 1.8m and at this depth beginners should be instructed in flat racing dives only and that instruction into



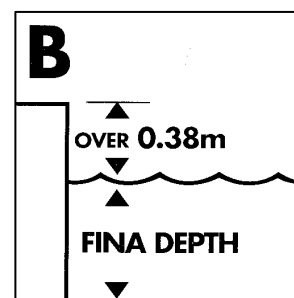
other types of diving should be confined to diving pits to FINA standards.

Freeboard and Clearance Forward

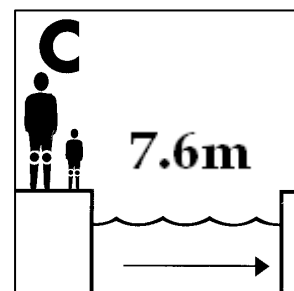
Additionally consideration should be given to the height from which diving is being taught as this has implications on the flight and depth of the dive and similarly there is a need to consider clearance in the front of the dive.

Recommendations

Where the height of the freeboard exceeds 0.38m diving should only be taught where the depth of the water meets the FINA requirement for 1m platform (firm board) diving.



The clearance forward will vary according to the height and ability of the person undergoing instruction. Teachers should consider the clearance required taking into account these factors.



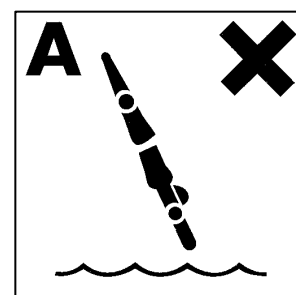
The recommended minimum is 7.6 metres.

Diving into Shallow Water

Diving into shallow water is a complex skill that is influenced by many factors such as body weight, leg thrust, angle of entry, disposition of arms and legs and subsequent underwater actions of the diver. A flat racing dive is the only recommended form of dive into shallow water.

Recommendation

Only very flat racing dives should be permitted into swimming pools. Steeper entry dives should take place only into diving pools designed to FINA standards.



Depth of Water and Height of Dive

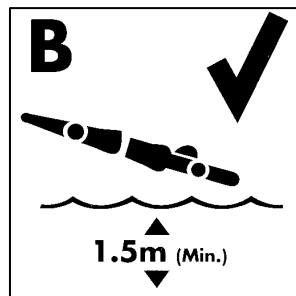
Inexperienced divers are at greater risk when diving into shallow water and greater allowance should be made for poor performance.

The proper execution of a flat racing type of dive cannot always be guaranteed and should, therefore, be performed within adequate safety margins of a suitable depth which should not

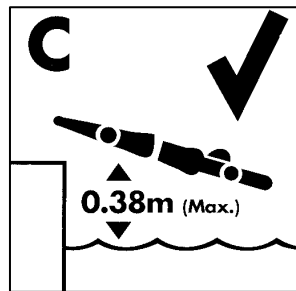
fluctuate (for instance as a result of backwashing) and from a limited height.

Recommendations

Diving should not be permitted into water with a vertical depth of less than 1.5m.



Diving should not be permitted from poolside with freeboards (i.e. height of pool edge above water level) exceeding 0.38m.



Forward Clearance

Research in the USA has shown that a clear forward distance of 7.6m can be necessary to avoid striking the opposite side of a swimming pool when diving. Similarly, diving into a pool with less forward clearance than 7.6m may result in a diver diving steeply for the water depth available in attempting to avoid the opposite wall.

Recommendation

Diving should not be allowed in pools where there is a forward clearance of less than 7.6m

In pools where the vertical depth of water is not 1.5m deep for the full 7.6m the pool operator should assess the risk implications of allowing diving. As an example if the pool floor shelves only gradually, diving may be possible but if there is a sudden decrease in depth diving may well be considered hazardous.

Hygiene

Personal hygiene is most important both for the teacher and the pupils. The teacher who works in an indoor swimming pool must remember that the environment they are working in is very hot and humid. Therefore the regular use of bath/shower facilities plus deodorants is a must for the majority of adults.

The swimming teacher should always:

1. Wear suitable footwear.
2. Have a clean and professional appearance.

3. Dress suitably; a costume covered by a T-shirt does not give a professional appearance.
4. Have a spare change of clothes.
5. Have a clean towel available.
6. Change shoes before going onto the poolside; never use outdoor shoes.

The swimming teacher should ensure that the pupils are aware of changing room rules:

1. Fold clothes before putting them into a locker.
2. Shower **before** and **after** a swim.
3. Wash costumes after each visit to a pool.
4. Use a clean towel.

The swimming teacher should ensure, as far as is reasonably possible, that the pupils:

1. Blow their nose before swimming.
2. Go to the toilet before swimming.
3. Wear a swimming hat, or tie back long hair.
4. Do not swim with a severe cold.
5. Do not swim with open sores or skin complaints.
6. Do not swim with a chest infection.
7. Do not swim with an ear infection.
8. Do not wear plasters whilst swimming.
9. Do not walk on poolside in outdoor shoes.
10. Do not wear jewellery.

Swimming Goggles

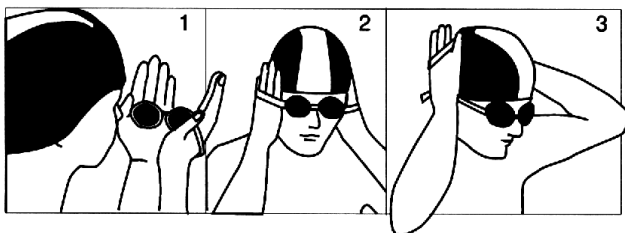
The chemical content of water in swimming pools can cause sore eyes. Proper goggles can alleviate this condition. Children should be encouraged to submerge and open their eyes under water prior to using goggles.

Goggles should always conform to British Standard BS5883:1996 and must be correctly fitted. To ensure the goggles fit well adjustment of the head strap and bridge strap will be necessary.

Goggle Application

To put goggles on safely:

1. Hold goggles, eyepieces in palm with straps hanging over the back of the hands.
2. Position eyepieces over the eyes.
3. Stretch strap over the back of the head.



Head Strap

The head strap is used to hold the goggles in place; tighter is not necessarily better as this may cause

discomfort and marking around the eyes. Correct adjustment can be obtained by tensioning the band until a comfortable fit is achieved.

Bridge Strap

Correct adjustment of the bridge strap is essential for both comfort and a watertight seal. To avoid water intake, slide the lenses closer together or further apart a notch at a time until the correct fit is obtained.

Adjustment and removal of goggles

To clear water or to adjust goggles, take a firm grip on the eyecup and tilt slightly away from the face. To remove goggles, put thumbs under head strap at side of head. Slide thumbs to back of head and lift elastic from back to front of head.

It is recommended that teachers demonstrate the correct methods to young children; they should not put the goggles on the children.

WARNING: Never pull eyecups away from face as they may spring back and cause eye damage.

Incentives

Incentives are a valuable teaching aid; they encourage pupils and then recognise and reward pupils for their achievements.

At each stage in the **ILS Programme** there are suitable incentive awards to recognise pupils' achievements. These consist of a woven badge and an A4 full colour certificate. The certificates are also available in the Welsh language.

For full details of the **ILS awards incentives** please refer to the **ILS Information Manual** or visit the STA web site at www.sta.co.uk

Pool Facilities

The swimming teacher should ensure that the pool facilities are safe and suitable for the type of lesson being undertaken. The pool should have the following equipment available for use by swimming teachers:

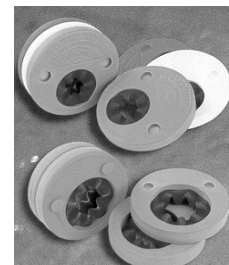
Lane Ropes

These are used to divide the swimming pool into lanes for swimming lengths in swimming sessions or to provide lanes in competition. Although they are called ropes, in pools where competitions are held it is usual to have anti-turbulence ropes, which are made from non-corrosive wire covered with coloured plastic floaters. They are produced

in two or three colours; the first and last five metres are coloured differently, which enables the swimmer to know when approaching the wall either for a turn or the finish of a race. In 50 metre pools there will be a marker half way, which again informs the swimmer of distance. There is often a mark at 15 metres from each end. There are many pools throughout the country which still have ropes with floats threaded through for dividing the pools.

Pace Clocks

These are extra large clocks that hang on the pool wall. They have a sweeping second hand, can be seen very easily and give the swimmers the opportunity to time themselves either whilst active or at rest.



Swimming Aids and Equipment

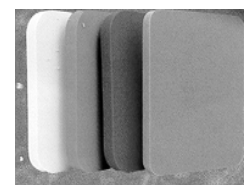
Swimming teachers will require the following equipment:

Buoyancy Aids

1. Arms bands / arm rings / arm floats - worn on the upper arm - used for arm and leg practices.
2. Woggles, also known as flexibeams, are 1.6 metre cylinders with a diameter of 70 millimetres. They are made of expanded plastic foam and can be used in place of a conventional float. They can be cut to a shorter length.
3. Back floats - worn around the body with buoyancy on the back - used for full stroke work.
4. Buoyancy belts - worn around body for full stroke work.

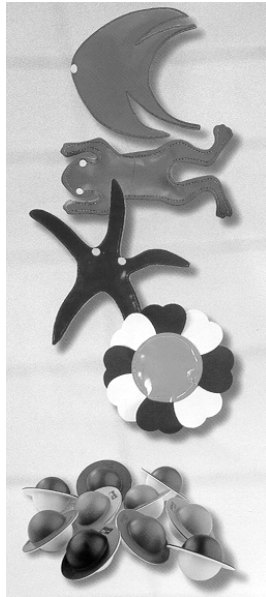
Swimming Aids

1. Floats or kick boards - held by the hand/s, used for leg kicking practices or single arm practices.
2. Pullbuoys - held by the legs - used for arm practices only.
3. Woggles - see above
4. Fins/ flippers - worn on feet - used to strengthen and improve leg-kicking action.
5. Hand paddles - worn on hands - used to strengthen and improve arm action.



Submersibles

1. Sinking rings & dive sticks - used to encourage underwater search and recovery.
2. Sinking bricks, flowers & frogs - as above.
3. Weighted hoops - used to encourage underwater swimming.
4. Egg flips, ping pong balls - used to encourage blowing across the surface of the pool.



When using swimming and buoyancy aids pupils must be supervised

Artificial swimming and buoyancy aids offer advantages to the beginner and to the more competent swimmer. However, there are also some disadvantages.

Advantages for the beginner

1. Give confidence to non-swimmers.
2. Give buoyancy to beginners.

Advantages for the swimmer

1. Allow part practices for improvers and competent swimmers.
2. Give specialist support for special needs.

Disadvantages

1. Need storage space.
2. Time taken to inflate, if of the inflatable variety.
3. Time taken to equip the class.
4. Users can become dependant upon aids.
5. Initial cost.
6. On going cost of replacing broken or damaged aids.
7. Regular cleaning needed.
8. Can be dangerous if incorrectly used.

Using Floats in Swimming Teaching

Floats can be used a variety of ways when teaching swimming:

On the front using 2 floats

- Held in front with arms bent across the float, one float in each hand.
- Held in front with arms extended, one float on top of the other, held by both hands.

On the front using 1 float

- Held in front by both hands with arms extended.
- Held in front by one hand, other hand swimming.
- Held with one arm outstretched across the float, the other hand can either be alongside the body or holding the back of the float.

On the back using 2 floats

- Floats held under arms with bent elbows.

On the back using 1 float

- Float held on chest.
- Float held over knees.
- Float held behind neck/ head.
- Float held with extend arms over head.

Games

The following is a brief selection of games that are suitable for use as a contrasting activity in swimming lessons. The teacher should select games appropriate to the age and ability of the pupils.

Ring a Ring of Roses

Children sing the rhyme "Ring a Ring of Roses a pocket full of posies attishoo attishoo we all fall down" at this point the children either bob under or try to put their faces in the water.

Electricity

Everybody holds hands underneath the water, someone starts by squeezing the hand of the person next to them, that person can only pass on the current if they put their face in the water or blow bubbles. It can be either passed around one way or the children can choose and send it from side to side so it is only known who has the current when they put their face in the water and blow bubbles.

Fishes in the Water

Children hold their hands together under the water making a fish shape they sing. "Fishes in the water, fishes in the sea, we all jump up, One, Two, Three"

They move their hands like fish until they say three. On this the children throw their hands out of the water getting everyone wet.

Wash the ceiling

The children have to see how high they can throw up the water with their hands.

Simon says

The teacher suggests actions for the pupils to perform. The pupils only perform the action if the prefix "Simon says" precedes the action.

Floating Shapes

The children can use aids to help them if required. A letter from the alphabet is stated and they attempt to make the shape floating in the water. Children can work in pairs.

Pick a coloured object

Different coloured objects are placed on the floor or held in the hand if the water is too deep. The children are asked to select a colour to pick up. These could be weighted rings, diving sticks/bricks, frogs or stars that sink. (teacher may wish to make their own for example using character bubble bath bottles and filled so they sink at different levels in the pool).

Races

There are lots of different races which can be played in the pool. Kicking with floats, running, hopping, jumping or swimming. In team races make it fun by putting something on the float for example, "bean bag and float race" (like an egg and spoon race) passing the bean bag and float to the next team member before they kick or swim across the pool. Even the older children like fun races as they can swim and collect things for the team or each member of the team can swim across with something different or perform a skill within the swim.

Grand Old Duke of York

This is a fun game to get the children moving around in the pool. Going up on their toes and down into the water. "The grand Old Duke of York, he had ten thousand men, he marched them up to the top of the hill and he marched them down again. When they were up they were up, when they were down they were down and when they were only half way up they were neither up nor down".

Counting Fingers

Children are put into pairs, one child holds out their hand under water displaying a differing number of extended fingers which the other child counts - preferably with the face in the water.

Traffic Lights

Place something GREEN, RED, ORANGE in different parts of the pool. The children start in one place. The teacher shouts out a colour and they have to race there, last one there is out.

Safety warning. This game should only be used with a maximum of 6 children.

Frogs, Divers, & Dolphins

To improve the three stroke leg actions play a game to see who can travel the furthest. (Frog - Breaststroke, Diver - Front Crawl leg action only, Dolphin - Dolphin leg action only).

Mermaids and Submarines

To encourage underwater movement, pushing off the wall underwater the children can choose to be either a Mermaid or a Submarine. For smaller children an assistant could be in the water to pull the children across the surface of the water.

Safety warning. On no account should young children be pulled underwater.

Rescue the Gold

Have a small beanbag for each child or each set of children. The aim is to swim on the back placing the beanbag (bag of gold) on the forehead to give good body position for back crawl. They can either swim with just legs, or for more advanced children, full stroke.

Fox and Chicken

One half of the class are chickens and the other half foxes. The aim of the game is for the foxes to catch the chickens. Once a chicken is caught, it joins the foxes to help catch the remainder of the chickens.

Follow the Leader

Children of all abilities can play this game. The tasks set must be of a standard suitable for the age and ability of the child.

Mirror Partner

In pairs one partner copies the actions of the other.

Number retrieve

Standing in a circle in the pool, the children are each given a number. When their number is called out they can retrieve the object from the pool bottom in the middle of the circle.

Treasure Chest

If there are lots of toys available, these can be emptied into the pool and the children have to collect them. Give each item points such as floating items 1 point and sinking items 2 or 3 points. Then count up how much treasure each child has recovered.



Keep it up

Using a soft ball the children have to keep the ball up out of the water as long as possible by passing from one to another.

Dodgens

Moving around the pool in different ways dodging each other.

Shouting Under Water

Children take it in turns to shout as loud as they can under the water, everyone else has to go under the water to listen and see if they can hear.

National Curriculum

The National Curriculum requirements for swimming and water safety vary between the home countries..

STA National Curriculum KS 2 Syllabus

The STA recommend the following syllabus which will satisfy the curriculum requirements of all of the home countries that currently specify a standard. The tasks should be completed in one continuous session whilst dressed in the following additional clothing: shirt or blouse and skirt or shorts.

Swimming Skills

1. Enter the water with a straddle entry.
2. Swim on your front for 5 metres using any recognised stroke, change onto your back and swim for a further 5 metres without loss of forward progression.
3. Swim a further 5 metres on your front using any recognised stroke. During this perform a headfirst surface dive and touch the bottom of the pool with both hands. *This exercise should be carried out in water with a minimum depth of 1.5 metres.*
4. Tread Water for 1 minute.
5. Remove additional clothing whilst in the water without touching pool bottom or poolsides.
6. Swim 25 metres breaststroke, front crawl or back crawl.

Rescue Skills

1. Demonstrate a safe and effective, non-contact, reaching rescue on a subject positioned in deep water at least 2 metres from the pool side. Secure the subject in a safe position at the pool side.
2. Throw a buoyant aid to land within reach of a subject positioned in the water 3 metres from poolside. Instruct subject to hold aid and kick legs to reach side, then secure the subject in a safe position at the pool side.

Water Safety Questions

- Correctly answer 2 water safety questions.

The National Curriculum award can be accomplished by completing the ILS programme up to and including Shark 2

The STA National Curriculum KS 2 Award consists of an A4 full colour certificate and a woven badge. This is also available in the Welsh language.

Rescue Equipment

The swimming teacher will need to have the following rescue equipment available:

Reaching Aid

The pool should have a reaching aid; if one is not available a broom handle or similar can be used.

Throw Rope

If a throw rope is not available these can be purchased from the STA.

Buoyant Aid

These could be a ball, canister or something similar that is light, floats and will not cause injury.

A torpedo buoy can be used both as a reaching aid and as a buoyant aid.

Teaching Rescue Skills

When teaching rescue skills the initial training should be carried out on dry land if possible. Accuracy is vitally important, so practice is essential.

The single skills should be taught first; when these are proficient they should be combined into a linked sequence.

The single skills that should taught include:

- Lying down and stretching.
- Measuring how far reach can be extended.
- Throwing/ catching different containers/ balls.
- Coiling/ throwing ropes.
- Tying knots.

Always warn the staff at the swimming pool if rescue skills are going to be practised.

Swimming in Clothing

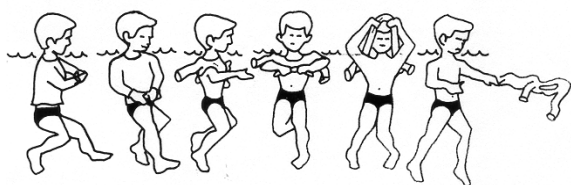
Swimming in clothes is a very different experience from swimming in a costume, the additional

clothes become wet, and there is additional weight, extra drag and more resistance. The swimmer may experience the feeling of being pulled down under the water.

This exercise must be introduced gradually and with care, it is usually introduced as the pupil becomes proficient in one stroke and reasonably capable in another stroke. It is recommended that light clothing such as a T-shirt be introduced first, followed by shorts, followed by a long sleeved shirt etc. slowly building up to the required garments for each award. It should first be introduced in shallow water.

Removal of Additional Clothing

Although it is recommended in a survival situation that clothing should not be removed in order to retain body heat, it is still a useful skill to teach as there may be occasions when it is necessary, such as when heavy garments make it difficult to float. These skills should be initially practised on the poolside or classroom, then practised in shallow water where the pupils can stand up, then just out of their depth before moving to deep water. Undo all buttons and fastenings first. For upper garments, the priority is to be able to remove them with as little restriction to breathing as possible. This is achieved by removing the arms first, rolling or gathering the item up to the neck, then lifting from the front over the head.



Removing trousers, once undone, push them down the legs as far as possible and then kick them off.

Casualty Simulations

When training pupils in rescue skills swimmers will be required to act as casualties. The casualty simulations that are used are:

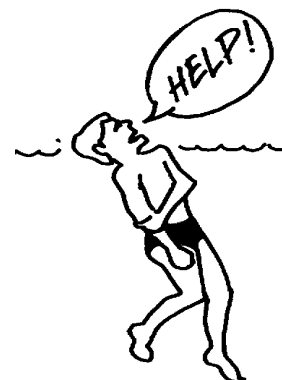
Head Injury Simulation

Head above water or lying back in the water, body vertical or lying back in the water, with a treading water leg action. The casualty may appear dazed or confused, could be shouting for help. The casualty is co-operative but must NOT assist by kicking or sculling whilst being towed.



Arm Injury Simulation

Head above water or lying back in the water, body vertical or lying back, leg action as for treading water; arm action - one arm being supported by the other either by the side or across the chest. Pained expression, shouting for help. The casualty is co-operative but must NOT assist by kicking, sculling or moving arms whilst being towed.



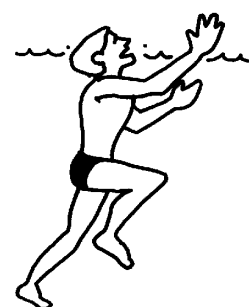
Weak Swimmer Simulation

Head above water, body at approximately 45° angle. Arms and legs making ineffective front paddle type actions, making no progress but keeping the head clear of the water, looking for the rescuer, shouting for help. The casualty is co-operative but must NOT assist by kicking or sculling while being towed.



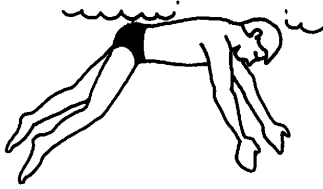
Non Swimmer Simulation

Head just breaking surface and going under, body vertical, arms and leg action ineffective treading water type of actions; not able to maintain the head above water, NOT looking at the rescuer, NOT shouting for help. Is able to grab and cling onto the rescuer once contact is made, but, must NOT assist by kicking or sculling while being towed.



Unconscious Casualty Simulation

Prone position - head and face in the water, body floating in natural position (somewhere between horizontal and vertical), arms and legs dangling. Holding breath until rolled onto back, remaining



limp and unresponsive. Must NOT assist by kicking or sculling while being towed.

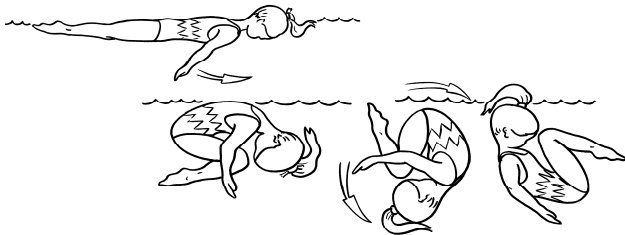
Advanced Techniques

The following skills are included within the *Advanced Swimmer series*.

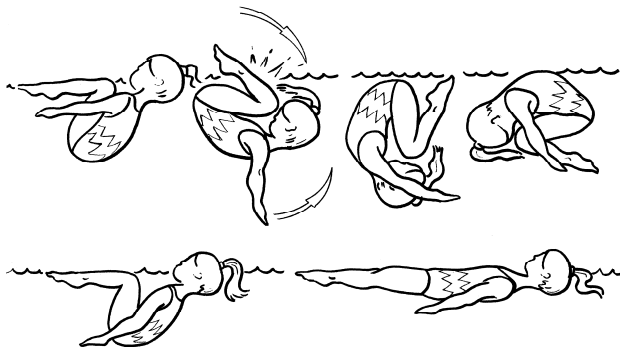
Synchronised Swimming

Rotation from a layout (back or front) using a somersault (backwards or forwards) ending in a layout (back or front).

Front to Front



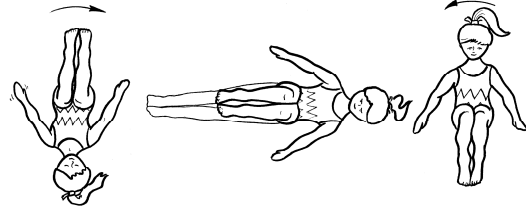
Back to Back



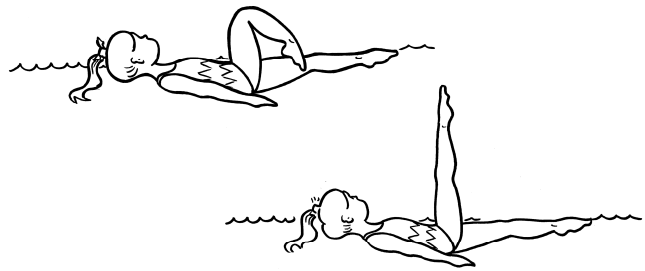
Tub



- Followed by 360° rotation

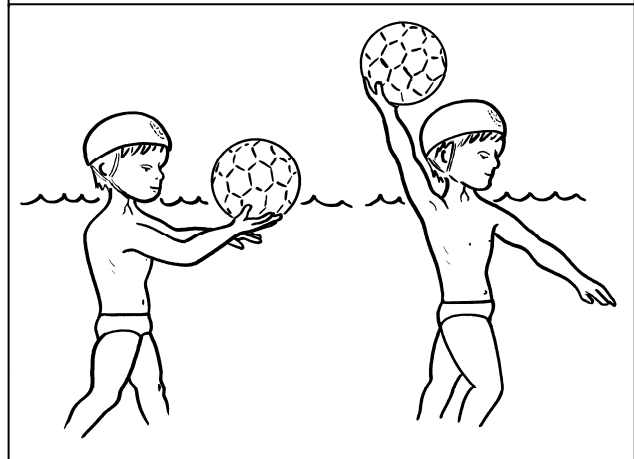
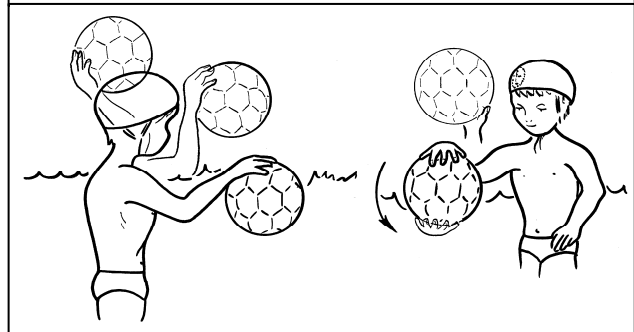
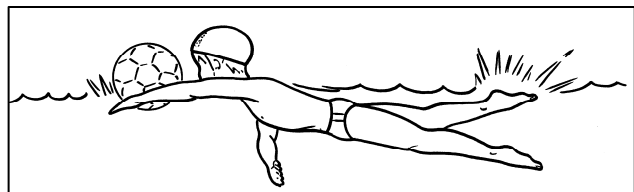


- Bent knee to ballet leg position.



Water Polo

- Ball control as shown below:





National Surf and Coastal Awards

The STA has a partnership with the Surf Life Saving Association of Great Britain (SLSA) and together provide joint training programmes.

The **National Coastal and Surf Award Scheme** compliments the **ILS Programme** and teachers are encouraged to incorporate beach and open water safety into their pool or classroom based lessons.

For further information please contact:

Surf Life Saving Association of GB
19 Southernhay West

Exeter

EX1 1PJ

Tel: 01392 218007

Fax: 01392 217808

E-mail: mail@sls.gb.org.uk



Health & Safety

Safety

Safety is always paramount. Swimming teachers have a duty of care in relation to their pupils and therefore they should:

- Ensure that they have the appropriate qualification for the type of pupils being taught.
- Possess the relevant, in date, lifesaving qualification.
- Be familiar with the pool's NOP and EAP, and ensure that proper NOP facilities, such as lifeguard cover, are in place.
- Observe the recommended teacher/ pupil ratio.
- Not allow performance to be put before safety.
- Be aware of pressure from parents, pupils and pool management to over achieve.
- Ensure that all activities are carried out safely and in accordance with best practices.
- Always be observing the pupils and pool primarily for safety and secondly for teaching observation.
- Ensure that the water depth recommendations, particularly relating to entries, are observed.

Water holds a fascination for children of all ages, therefore from an early age they must be made aware of the dangers. Many of the rules that apply to children attending swimming lessons should be an extension of the rules applied in the home. In the best-regulated lesson occasionally things can go wrong and the teacher must be prepared for this. **Safety is the overriding factor in all swimming teaching.**

Teachers must have a sound knowledge of:

1. Pool layout – size, shape, depth and gradient.
2. Layout of the changing rooms.
3. Location of exits.
4. Location of deep water.
5. Location of safety equipment.
6. Location of the first aid box.
7. Operation of emergency resuscitation equipment.
8. Cardio pulmonary resuscitation.
9. Location of telephones.

10. Location of emergency alarms, if any.
11. Normal Operating Procedures (NOP s).
12. Emergency Operating Procedures (EOP s).
13. Medical conditions of all pupils in their class.

For safety reasons teachers must at all times retain complete control of the class and in particular they should:

1. Never leave the class unattended.
2. Never turn away from the class.
3. Always be in view of the class.
4. Always wear identifiable clothing.
5. Always be prepared for the unexpected.
6. Know the capabilities of the swimmers, always checking new entrants to the class whatever awards they have or whatever awards they say they have.
7. If the teacher is teaching from the poolside he/she should only enter the water in an emergency.
8. Teaching in the pool should only take place with a small number of swimmers when there is also another responsible person observing the poolside.
9. Check numbers of pupils on entry and exit and during the lesson.
10. If desired use ropes to separate non-swimmers from swimmers.
11. Never let pupils enter the water without the teacher's permission.
12. Never let pupils leave the lesson without the teacher's permission.
13. When using a whistle ensure the class is fully aware of signals.
14. Keep a whistle handy, for use in emergencies.
15. Use an upright teaching position; do not crouch down whilst giving instructions as this restricts your view of the class.

For safety reasons swimming teachers will need to ensure that control and discipline is maintained. To effectively maintain discipline and control the swimming teacher should:

1. Explain the safety rules and the possible consequences of breaking them.
2. Adopt a firm and friendly attitude.
3. Always respect the class and endeavour to gain their respect.

4. Deal with behavioural problems immediately. Persistent offenders may need to be dealt with in school or by speaking to a parent or guardian.
5. Keep the class occupied with stimulating and interesting tasks.

Teacher should ensure that pupils are aware of the following:

1. Which end of the pool is the deep end and which is the shallow end.
2. Never to run around the pool side.
3. Not to be involved in rowdy behaviour such as screaming, shouting, pushing, submerging or crying "wolf".
4. Not to eat food or chew gum in the water.
5. Not to enter the water within 1 hour of eating a heavy meal.
6. Know the meaning of the whistle system.
7. Not to wear jewellery.
8. To wait for permission to enter or leave the pool.
9. Not to take any objects into the pool unless permission is given.
10. The hygienic reasons for wearing swimming hats; their use should be encouraged.
11. Any known hazards in the pool or on the surround.

Electrical Equipment on the Poolside

Many swimming teachers incorporate music into their lessons to provide variety. This raises a potential danger as all methods of providing amplified music necessitates the use of electricity that can be dangerous in a water environment.

Pool managers recognise these dangers and will not allow any mains electrical appliances in the pool area; battery or low voltage equipment must be used if inbuilt sound is not available.

When operating anything electrical make sure that the hands are dry, this will minimise the risk of electric shocks.

Remember that electricity can cause fatal accidents particularly in a wet environment; if in doubt ask!

Recognition of Spinal Injury

In the pool environment there is a higher risk of accidents that might lead to spinal injury:

- Slipping on the tiled poolside surround.
- Accidents on flumes or other features.
- Diving accidents.

Spinal injury can result in full or partial paralysis, which may be permanent or temporary; all accidents should first be considered as potential spinal injuries.

Water may disguise signs of injury; the non-appearance of signs or symptoms does not eliminate the possibility of a spinal injury. **When in doubt, call for assistance.** The use of spinal immobilisation equipment may seem awkward and time consuming but if it is available and the user is properly trained, it can protect the casualty from a lifetime of paralysis or other serious problems.

Any person who leaves the water, complaining of neck soreness or pain, or pins and needles in any limb, must be regarded as a possible spinal injury casualty.

In addition to the signs (clues noticed by the teacher) and symptoms (clues given by the injured person) that accompany suspected fractures the following may also be displayed:

- Loss of feeling and/ or sensation in the body below the site of injury.
- Tingling or 'pins and needles' sensation located at the site of the injury.
- Paralysis below the site of injury often occurs with loss of internal muscle control that can cause incontinence.
- Displacement of spinal vertebrae felt as an irregular lump, or concavity from the normal continuity of the spinal column, if the displacement is so obvious EXTREME care should be taken.
- Inability to move.
- Mis-shapen body.

Recognition of Abuse

Swimming teachers are in an almost unique position in that they see their pupils with minimum clothes cover. They are therefore able to observe any bruising or marking that might indicate abuse. Swimming teachers should bear in mind that abuse is not limited to children; vulnerable adults and those with disabilities can be subject to abuse.

The following highlights some of the important areas.

Recognising Abuse

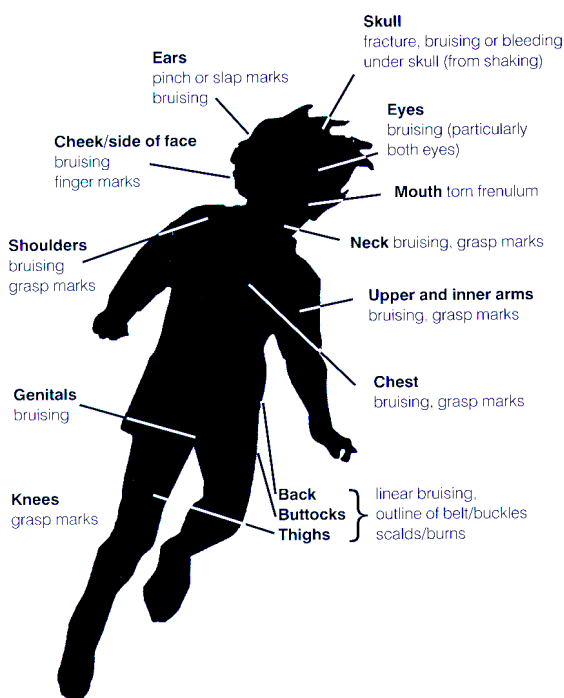
Typical indicators of abuse include the following but this list is not exhaustive:

- Injuries that are inconsistent with normal play or sports injuries, of an unusual type or in an unusual location on the body.
- Inconsistent or unreasonable explanations of injury by a child, parent or carer.
- Inconsistent or inappropriate behaviour such as sexually suggestive remarks or actions, mood swings, uncharacteristic quietness/aggression, or severe tantrums.
- Social isolation.
- Over or under-eating, weight gain or loss.
- Inappropriate, unkempt or dirty clothing.
- Self-inflicted injury.
- Open distrust of, or discomfort with a parent/carer or teacher.
- Delayed social development, poor language or speech.
- Excessively nervous behaviour, such as rocking or twisting hair.
- Low self-esteem.

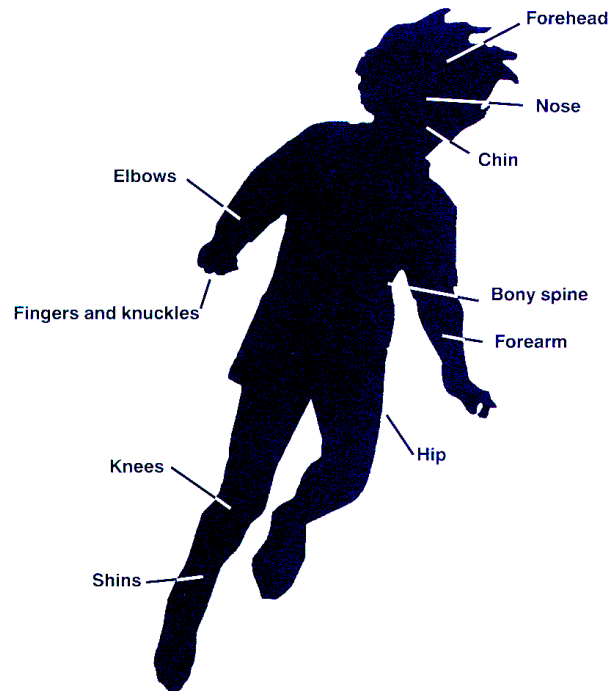
Additional indicators, which may also signal abuse, include:

- Recurring abdominal pain.
- Reluctance to go home.
- Recurring headaches.
- Flinching when approached or touched.

Common Sites for Non-Accidental Injuries



Common Sites for Accidental Injuries



Good Practice in the Care of Children

Members can reduce situations for the abuse of children and help to protect staff and volunteers by promoting good practice. The following are more specific examples of care that should be taken when working within a swimming context.

- Always be publicly open when working with children. Avoid situations where a teacher and an individual swimmer are completely unobserved.
- Where any form of manual support is required, this should be provided openly. The teacher should also be extremely careful, as it is difficult to maintain hand positions when the child is constantly moving. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Where possible parents should take on the responsibility for their children in the changing rooms. Where classes have to be supervised in the changing rooms always ensure that teachers work in pairs. Encourage an open environment, e.g. no secrets.

Also, everyone should be aware, that as a general rule, *it does not make sense to:*

- Spend excessive amounts of time alone with children away from others.
- Take children alone in a car on journeys, however short.

- Take children to your home where they will be alone with you.

When cases arise where it is unavoidable that these things do happen, they should only occur with the full knowledge and consent of someone in charge in the organisation, or the child's parents.

And you should never:

- Engage in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in inappropriate touching of any form.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child even in fun.
- Let allegations a child makes go unchallenged, unrecorded, or not acted upon.
- Do things of a personal nature that children can do for themselves.

It may be sometimes necessary for members to do things of a personal nature for children, particularly if they are young or are children with disabilities. These tasks should only be carried out with a full understanding and consent of parents and of the children involved. There is a need to be responsive to a child's reactions and if a child is fully dependent upon you, talk with them about what you are doing and give them choices where possible. This is particularly so if you are involved in any dressing, removing outer clothing, or where there is physical contact such as lifting or assisting a child to carry out particular activities.

If during your care of a child you accidentally hurt them, the child seems distressed in any manner, appears to be sexually aroused by your actions, or misunderstands or misinterprets something you have done, report any such incident as soon as possible to another colleague and make a brief written note of it. Parents or carers should be informed of the incident.

Legal Issues

Swimming teachers must be aware of the legal consequences that can arise from their position as a swimming teacher. In the UK both statute law and common law have relevance; this extends to potential claims by pupils, other teachers, pool operators and the general public.

Statute Law

The Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work

Regulations 1992 create statutory duties to ensure the safe operation of swimming facilities. Sections 3 and 4 of the 1974 Act require employers, self employed persons and the controllers of premises to take all reasonably practical precautions to ensure the health and safety of persons attending or using the swimming facilities under their control. This means that so far as is reasonably practicable, swimming and diving should take place in a safe manner in suitably designed and adequately controlled facilities.

If a person sustains an injury or damage, which can be attributed to 'negligence' on the part of the self-employed swimming teacher, the swimming teacher may be liable to pay compensation to the victim; this is quite apart from any criminal or civil penalties for contravention of the law.

The Management of Health and Safety at Work Regulations 1992 additionally creates a legal obligation to self-employed swimming teachers to carry out a risk assessment.

In both criminal and civil cases it is ultimately for the courts to decide whether the law has been broken. However, the degree to which safety recommendations have been observed is likely to have a strong influence on the outcome.

Common Law

Under common law, liability to negligence may arise from the breach of a fundamental duty, known as the 'duty of care'. The duty is described as follows: **"to take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour."**

This applies to swimming teachers, their pupils and to pool operators.

The duty specified is to take 'reasonable' care. This can be defined as **"what the reasonable person would have foreseen as being necessary."** A certain level of risk is acceptable and it is expected that safety measures will be applied 'as far as is reasonably practicable'. The risk is determined from a combination of the following:

- The likely severity of the injury arising.
- The likely frequency of the incident occurring.
- An estimate of the number of persons likely to be affected.

The swimming teacher must take these into consideration when planning lessons and activities.



Practical Considerations

The legal implications might seem daunting and onerous to the new swimming teacher; what he or she has to devise is a plan to minimise if not eliminate the risks. The swimming teacher needs to:

- Make a risk assessment.
- Take reasonable actions.
- Keep qualifications in date.
- Be adequately insured.

Risk Assessment

An assessment of risk is a careful examination of procedures and identifying aspects that could cause harm to people, to establish whether enough precautions have been taken, or whether more precautions need to be taken. As part of the risk assessment, swimming teachers will need to consider all the hazards and risks associated with teaching swimming and the pool environment.

- A **hazard** is anything that may cause harm
- A **risk** is a chance, great or small, that someone will be harmed by a hazard.

The risks that should be assessed are set out below:

Pool Environment Risks

Normal Operating Procedures (NOP)

All pool operators should produce an NOP covering the normal operation of the pool. This may contain restrictions on teaching such as restricting teaching to certain areas of the pool well away from flume outlets or other hazards. The swimming teacher should ask to see a copy and abide by any restrictions contained in the NOP.

Emergency Action Plan (EAP)

All pool operators should produce an EAP covering the emergency procedures for evacuation etc. The swimming teacher is responsible for his or her pupils and must ensure that he or she knows the emergency procedures and that they are suitable for the class being taught. The swimming teacher must know where all of the emergency exits are, and not just the nearest one, as this may be blocked. Special consideration will need to be given if the pupils are very young, frail or have disabilities.

Property Defects

On occasions there may be property defects on the poolside which are a potential hazard; a loose tile or a broken cover plate. The swimming teacher should inform pool management AND should also inform the pupils, or if they are unable to

understand the danger get assistance from a helper.

Pool Features

Irrespective of whether the NOP prohibits teaching in certain areas of a pool the swimming teacher should consider the effect of pool features such as flume, rapids and wave machines and not teach in an area influenced by these features.

Lifeguard Cover

There is no statutory requirement for a pool operator to provide any lifeguards; nor is there a statutory requirement that lifeguards are qualified. The swimming teacher should not assume that qualified lifeguards will be present; this is why the STA insist that all swimming teachers can perform a rescue. Where lifeguards are being relied on the swimming teacher should enquire as to their qualifications.

Water Quality

If the water looks to be of poor quality i.e. cloudy or there is debris present, the pool manager should be informed and the quality checked prior to the lesson taking place.

This situation may also occur during a lesson when similar actions should be taken.

Water Temperature

The ideal water temperature for teaching swimming is 28°C to 30°C. For teaching the very young or those with disabilities a higher temperature 29°C to 31°C is desirable. The swimming teacher should be aware of the risks of teaching where the water is too cold, particularly the very young. Hypothermia can set in very quickly. If the water temperature is too high dehydration can result.

Swimming Teaching Risks

Teacher/ Pupil Ratio

The recommendation of the STA, and the other bodies concerned with swimming safety, is that the normal maximum number of pupils per swimming teacher is 20. Where the swimming teacher is faced with more than 20 pupils they should adopt a safe strategy such as:

- A responsible person who is competent to recognise a pupil in difficulties can assist the teacher by acting as a second pair of eyes. There must be a clear and unambiguous understanding between the teacher and the helper as to the exact duties of the helper.

- If there is a second qualified teacher, the class can be split into two with the second teacher taking the second group.
- The class can be taught in pairs with one of the pairs out of the water observing. This halves the number of pupils in the water at any one time.

The ratio of 20:1 is not appropriate for infants; here teaching is normally in pairs (adult and infant) and the maximum ratio is 12 pairs to one teacher.

The ratio of 12:1 is the maximum recommended for non-swimmers and beginners.

Acts of Omission by the Teacher

An act of omission, in this context, is a failure by the swimming teacher to inform the pupils of any potential risks. The teacher must not assume that the pupils understand the risks; they must explain the risks and dangers.

For example, pupils must be made aware of the danger to other swimmers and themselves of unsafe entries, running on poolside, the danger of collision when swimming on the back, the need to surface to breathe. The teacher should not assume that the pupil is aware of even the most obvious risk.

Acts of Commission by the Teacher

An act of commission is an act, or instruction, that could cause an accident. The swimming teacher must be particularly careful when issuing instructions. For example, if the instruction is to jump into the water the swimming teacher should be satisfied that (a) the water is deep enough and (b) the entry area is clear of obstructions or other swimmers (c) that the pupils are competent to perform this.

Acts by the Pupils

The swimming teacher may also be held responsible for the actions of the pupils if they result in damage or injury to a third person. The pupils must be kept informed of the safety rules and the dangers of breaking them. The swimming teacher must maintain, at all times, discipline and control.

Assistants and Helpers

The swimming teacher may also be held responsible for the actions of any assistant teachers or helpers if they result in damage or injury to a third person. Reference is made above to the need for them to be properly qualified. What is

particularly important is that assistants and helpers are properly briefed on their normal duties and also on emergency procedures. It would be most unsatisfactory if there was an incident and due to a lack of agreed procedures the teacher and the assistant both dived in for the rescue and left the class unattended.

Poolside Accidents

It is inevitable that from time to time there will be accidents either in the water or on the poolside. Due to the nature of the environment and the possibility of a sexual abuse complaint these situations need to be handled extremely carefully.

In any accident the most important consideration, after drowning, is a spinal injury that can cripple for life. Even a bad fall on the tile surround can cause a back, neck or head injury. Therefore the first action, before moving the pupil, is to establish that there is no spinal or neck injury. If this is suspected do not move the casualty but call for specialised help. See Recognition of Spinal Injury on page 23.

Having established that there is no spinal or neck injury the swimming teacher might be tempted to cuddle or hold the child, particularly if they are distressed. This is not recommended and could leave the swimming teacher open to an accusation of sexual abuse.

Teaching in the Water

The policy of the STA is that it discourages the teaching of swimming from in the water; the exceptions to this are the very young or those with disabilities. It is recognised that many swimming teachers prefer to teach whilst in the water, particularly with very nervous pupils. Where the swimming teacher decides to teach in the water they should be aware of the dangers:

- A swimming teacher in the water has an extremely limited view of the water and the pupils. They should only teach from the water where there is qualified help on the poolside to watch the class or where the pupil teacher ratio is 1:1 or 1:2.
- A swimming teacher is always open to accusation of molesting or sexual abuse and should therefore not put himself or herself in a compromising situation. A swimming teacher in the water and in close proximity to the pupil and with hands underwater puts himself or herself in a vulnerable position.



Teaching Principles and Methods

The STA, and the other professional organizations involved in swimming and pool safety - ASA, ISTC, RLSS, ISRM and ILAM - all recommend that swimming teaching is only carried out by suitably trained and qualified swimming teachers. The **ILS Information Manual** and the **ILS Resource Pack & Manual** should not be regarded as a substitute for a proper qualification.

This manual should be used in conjunction with the **ILS Information Manual**, as an aide to delivery of the ILS programme. Teachers are recommended to consult "**Teaching Swimming**" published by the STA, which contains fuller information on all aspects of swimming teacher training.

Being an Effective Teacher

In order to be an effective teacher, it is necessary to understand how people learn; it is important to realise that learning is a continuous process that evolves over a period of time.

It is widely acknowledged that the young learn a tremendous amount through play; this applies in the water as well as in the classroom. Primarily, teachers should provide a stimulating environment in which constructive learning can take place.

The swimming teacher will need to understand:

- The way people absorb knowledge.
- How different age groups take in knowledge.
- The techniques that make a teacher effective in imparting knowledge.
- The different teaching methods.
- How to communicate effectively.
- The special voice problems that arise when teaching on poolside.
- The use of swimming aids.

To be effective in imparting knowledge the teacher will need to use a variety of strategies and techniques including: Experience in a teaching situation will develop the teaching skills.

Patience

A key factor in successful teaching is patience. Pupils should not be rushed through progressions

in order to conform to a programme. Pupils must be encouraged to work at their own pace and to gain a range of positive experiences which will enhance their learning. Rushing through practices and activities will only serve to inhibit the pupils' learning. People need time for information to be assimilated and skills to be perfected; this is particularly true for some beginners. Teachers must take this into consideration when planning their lessons.

Empathy

The swimming teacher should know and understand the pupils' expectations, fears and apprehensions. Some pupils will be unaware of what their body or limbs are doing and this they must learn with the guidance of a caring swimming teacher.

Enthusiasm

The swimming teacher should be enthusiastic, motivating, encouraging and lively to insure their pupils enjoy their swimming lesson, this in turn will encourage the learning process.

Knowledge of the Subject

The swimming teacher must have a sound knowledge of their subject, which will include all the progressive practices with teaching points for the relative skills being taught. The knowledge will also include faults, what causes them, the effect on the stroke and how they should be corrected. The theoretical background covered by attending an STA teacher's course or equivalent will equip them with the knowledge required.

Presentation of Work

Swimming teachers are professional people and the manner in which they present themselves and their work should reflect this. Lesson planning, selection and placement of suitable teaching equipment and rescue aids should be completed prior to the commencement of each lesson. It is important to remember that lesson planning provides only the framework in which teachers may operate.

Demonstrations

Any demonstration should be relevant, accurate

and observed by the whole of the class. Using a pupil to demonstrate allows the teacher to give a commentary that emphasises the appropriate teaching points to the class. It is most important that the demonstrations are correct.

Voice

The teachers voice level should be sufficient to reach all the pupils clearly without disturbing other teachers and other pupils in the pool. Speaking slowly and clearly is important and the added use of visual cues can help the pupils.

Visual Cues

Many people have difficulty in hearing when they are in the water. This may be because of deafness, earplugs, bathing caps or water in the ear. It is possible to teach using visual cues in the form of sign language to aid communication, provided the same visual cues are used all of the time.

Class Control

Discipline in the class is very necessary for safety and for creating a satisfactory learning environment. To hold the attention of the class the lesson must be fun, stimulating and challenging.

Sense of Humour

Possessing a sense of humour is a distinct advantage, especially when teaching. It is very important for teachers to share experiences with their pupils. A smile or a laugh with your pupils can often relieve a stressful situation.

The Teacher/Pupil Relationship

Teachers should endeavour to learn and use the names of pupils and try to speak to each one of them regularly during the lesson. By doing this, teachers demonstrate their interest in each person. A major part of this relationship will be trust. The pupil must learn to trust and respect their teachers and it is incumbent on the teachers to foster and develop these feelings. The teacher should also respect the pupils and always treat them as equals.

The Ability to Inspire Confidence

Beginner swimmers often lack confidence in the water and in their own abilities. Teachers must attempt to inspire confidence in their pupils by the use of encouragement and positive reinforcement. Pupils' confidence can be developed by teachers managing the class confidently and by giving correct and efficient assistance. Teachers must establish a co-operative working spirit with and between the pupils.

Keen Powers of Observation

The swimming pool area is potentially a dangerous one. Therefore teachers must be alert at all times and should be aware of the dangerous areas, constantly making mental notes of where each pupil is performing e.g. drifting into deep water or colliding with other swimmers. If under water activities are being conducted, observation and supervision must recognise the increased dangers. If four pupils submerge, four pupils must surface! Teachers must be the last people to leave the teaching area after ensuring that every pupil is safely out of the water.

Time Keeping

As a swimming teacher it is essential to arrive in good time, this will enable plenty of time for preparation before the arrival of the class.

Teaching Points and Teaching Practices

These are two phrases which are frequently heard in teaching swimming and which people often get mixed up.

Teaching Points

These are words or phrases which can impart to the pupils in a clear and easy to remember way what the teacher is trying to teach. The pupils should be able to understand the words that the teacher uses. The phrase 'kick from the hips' is often used when teaching front or back paddle or crawl, but not all young pupils will know where the hips are. 'Point your feet' is another teaching point as are the words 'pull', 'breathe', 'kick', 'glide', used when teaching breaststroke.

The teacher should always use similar wording with a class so that the pupils memorise these teaching points. The pupils can be asked how parts of the strokes are performed and will often use the teaching points that the teacher has used previously. The fact that the pupils know the teaching points does not always mean that they can perform them or that they realise that they are not doing them correctly!

Teaching Practices.

These are the practices that the teacher will use whilst teaching to enable the pupil to learn the skill being taught. They should be progressive during the course of a lesson. Teaching practices will need to be returned to when correcting a stroke. A typical teaching practice is kicking with a float to improve the leg action or performing a push and glide to emphasise a good body position.



Goal Setting

When setting goals for pupils to achieve they must be realistic and achievable for the class as a whole. However individual goals may be set for the high flyers or slow learners. It is important to remember that the pupils are individuals and each one of them will progress at different rates, which may vary with different skills.

Incentives

These are a very important part of the planning process especially for the younger pupils. As stated before, the coaxing and encouragement of pupils play a very big part in the programme of teaching beginners. The young swimmer who receives his/her first badge be it STAnley 1 or 5m award cannot wait to get outside to inform his/her parent/guardian. It is usual for the parent/guardian to be as excited as the pupil. In an adult situation any new achievement is another milestone, and each step is incentive enough although there are awards especially for adults i.e. adult achievement series and distance certificates.

It must be remembered that the awards are for standards of achievement and they must not be given just because a pupil has reached the end of the course of lessons. The teacher should also have high standards. It is in the interest of the profession that the standardisation of good teaching practice and badge awards should be strived for.

Summary

A successful teacher will:

- Teach to each individual's abilities.
- Ensure the safety of the pupils at all times.
- Be positive.
- Provide a stimulating learning programme.
- Motivate pupils – praise and encourage them.
- Maintain a calm approach.
- Inspire confidence.
- Be knowledgeable and confident.
- Be enthusiastic and adaptable.
- Remember that progress could be slow.
- Re-evaluate constantly.
- Have realistic aims for individuals.

Teaching Methods

There are a number of different teaching methods used by swimming teachers. These take into account class size, differing abilities and ages of the pupils as well as the physical features of the pool, its size, depth etc.

Shallow Water Method

When teaching young beginners this is by far the most effective method, as they have the confidence of the floor under them so it is easy for them to keep their head above the water. However, if teaching adult beginners, chest deep water is more desirable as they need to feel the water support the body.

Deep Water

Teaching both adult and young beginners in deep water is not always successful because firstly there is the initial fear of the water and secondly there is the fear of the depth, which is understandable. If the situation is unavoidable the appropriate use of buoyancy aids will be essential; a competent helper in the water will instil confidence.

Whole - Part - Whole

This method refers to the pupils attempting the whole stroke, thus enabling the teacher to assess and group the class. The teacher uses part practices to break down the stroke for easy learning, i.e. body position, leg action, arm action, breathing and timing (BLABT). The lesson finishes with the pupils attempting the whole stroke again. This method is the most commonly used when teaching strokes.

Progressive Practices

The progressive practice method involves the teacher selecting and progressively presenting various parts of a skill culminating in the learning of the skill. It is used when the whole - part - whole method is not possible, i.e. when teaching new beginners or when teaching diving and is the usual method used for teaching the more complex skills.

Teacher in the Water

This method is usually used when teaching on a one-to-one basis, the teacher having complete control and attention of the pupil. Support and encouragement can be offered at close quarters, however great care should be taken to ensure there are other people about. In these days of litigation care should be taken to ensure that the teacher's hands are always visible; it is advisable when teaching children by using this method to get written permission from the parent or guardian.

Multi-Stroke Teaching

This method is probably the best approach as there are a great variety of strokes and individual pupils have different preferences. Once mobility is achieved all strokes may be taught, however it is

usual for front and back paddle to be the first attempts at swimming. There are exceptions to the rule, for example the natural breast stroker i.e. the person who finds it impossible to point their toes, and those who when asked to kick their legs automatically swim with a breaststroke leg kick.

The Adult

- Adults who come to swimming lessons may want to improve their skills. They are usually very motivated and some will learn quickly as they are able to understand instructions well. Some may be able to swim but are afraid of going out of their depth and require the confidence to do this.
- Adult non-swimmers may have had a bad experience in water earlier in their lives and may be very nervous. Fear can cause tension that will influence progress. Very often they will have made the decision to come for lessons because other family members can swim and they feel that they are missing out on the fun! They may find the experience very embarrassing.
- Men may find floating difficult whereas ladies may find it difficult to regain their feet from the floating positions and it is essential that this skill is taught.
- Adults may not be as flexible and adaptable as younger pupils. Exercises and strokes may need to be tailored to the individual to a larger extent than when teaching children.
- Adult pupils often appreciate an informal atmosphere.
- Using partners can be very helpful when teaching adults, they can learn from each other and it helps them to realise that they are not the only one with problems. Adults tend to laugh with each other rather than at each other!
- An audience, especially if it contains children who may, or may not be related to them, is often disliked by adult learners.
- When teaching adults it is essential to give frequent and truthful feedback. They can be very proud of any progress made and find awards very acceptable.

The Timid Swimmer

- The pupil who is scared of the water may be of any age. The way in which the lessons are given will depend very much on the age of the pupil. Younger children may be helped by allowing a period of time when they are able to play in a paddling pool, or shallow water, close to the main pool so that they can develop

more confidence. Suitable activities include:

- Playing with floating objects on the water.
- Filling and emptying watering cans over their feet and legs.
- Blowing objects along the surface of the water.
- They may then gradually progress to deeper water.
- If the child is older it may be better if they attend lessons on a one to one basis with a swimming teacher so that they are spared the embarrassment of learning with children younger and smaller than themselves. Even then it may be difficult to dispel a deep-seated fear of water.
- This will also be true if the pupil is an adult, some people are really terrified of water and trying to learn to swim is an ordeal. Even after learning to swim some adults remain nervous and have difficulty returning to classes following a holiday.

Hyperactivity

- Children who are hyperactive may be in a swimming class and require special attention as the symptoms of the condition include restlessness and problems with attention.
- These children are easily distracted and find it difficult to wait for their turn.
- They have difficulty in following instructions and in completing tasks.
- They talk excessively, interrupt others and do not listen to what is being said to them.
- They may intrude into the activities of others.
- They may engage in dangerous activities without thinking of the consequences.
- The onset of the problem will be prior to the age of seven years and the symptoms must have existed for at least six months for a diagnosis to be made.
- When a swimming teacher has a hyperactive child in the class they need to be kept under close observation if they, and the other children in the class, are going to be able to progress with the lesson.

Children may have other disorders that will need special attention. Whilst the same general principles apply when teaching swimming to all ages and abilities there are a number of differences that need to be accounted for.

Further information is contained in **“Teaching Swimming”**, published by the STA, which contains fuller information on all aspects of swimming teacher training.



Introducing Babies to the Pool

It is recommended that the teaching of babies and very young children is only undertaken by teachers who have been specially trained. The STA has a specialist training programme the “**Baby & Pre School Award**”.

The key issues are:

- The parent or guardian is the main source of skill learning and takes part in the lesson from the water, supporting and encouraging the baby.
- Babies should be introduced to water in line with the most recent recommendations from the Department of Health. This can be found at www.immunisation.org.uk. The current recommendation, at the date of the publication is, “Your baby does not need any immunisations before they go swimming”.
- The teacher should ensure that the midwife, health visitor or doctor is happy for the baby to be introduced to a public swimming pool.
- The pool temperature needs to be higher than a conventional pool; a minimum of 30°C.

The “**Early Years**” Series – **Starfish**, and the **Stanley Series** are the awards to use for teaching babies and very young children.

Teaching those with Disabilities

It is preferable that those with disabilities are incorporated within the mainstream swimming lessons. However, where the disability is of such a nature that this is not possible then it is recommended that specially trained swimming teachers are employed. The STA has a specialist-training programme for teachers and helpers “**Special Needs Certificate**”.

The key issues are:

- Special poolside facilities may be required, hoists, ramps etc.
- The pool temperature needs to be higher, at 30°C – 32°C, than a conventional pool.
- Extra assistance may be required in the changing rooms.
- There may be a need for specialised lifting techniques and pupil assistance.
- The swimming strokes may need adaptations.

The **Penguin Series** is the most comprehensive and progressive swim scheme for people of all ages with disabilities, and has two distinct

programmes - the **Emperor Penguin Series** that develops strength and stamina and the **Rockhopper Penguin Series** that develops skills.

The **Rockhopper Penguin Series** consists of 9 progressive levels each with its own full-colour A4 certificate and woven badge and progresses the learner to become confident and independent in water.

When awarding Rockhopper Series 1 – 9 the following performance notes will assist teachers of people with disabilities.

Breath control

This exercise must be performed with no suggestion of nervousness and/or fear being present. Assistance may be gained by holding the rail, channel, steps, floats or helpers’ hand(s) and such assistance is the candidate's choice.

Flotation

The body may be in any position of the candidate's choice. The hands may be used gently to maintain the floating position.

Propulsion

Any type of necessary flotation aid may be used and the candidate may travel in a straight, curved or wavy line providing that the distance is covered.

Watermanship

The object to be recovered from the bottom of the pool may be anything that will not float. The candidate may gain assistance by holding any available support providing the object is recovered from the pool bottom.

Balance and Control

Balance and control can be demonstrated in any way whether stationary or swimming.

The Emperor Penguin Awards

To complement the skilled awards, the Emperor Penguin Series of distance awards enable the swimmer to increase their strength and stamina by swimming in their own style, using adapted strokes, from 5 metres to 400 metres. Each award has its own full colour A4 certificate and woven badge.

Stroke Descriptions

Front Crawl

Body Position

This should be as flat in the water as possible. The top of the head should always be above the water so that the water goes round the head rather than over it. The water level should be between the hairline and the bridge of the nose. The eyes look forward and downward. The natural buoyancy of the swimmer will influence the body position as will the strength of the leg kick, the flexibility of the swimmer and the efficiency of the breathing action.

The shoulders appear to be out of the water though usually only one of them actually is. The shoulders may roll, this can be advantageous as long as it is only about the horizontal axis. The buttocks should be just below the waterline.

When analysing the stroke the swimmer should be viewed from the side, the front and the back. The use of an elevated site may help.

The stroke follows on after the swimmer has mastered front paddle.

Leg Action

The function of the leg kick is to:

- a) To achieve and maintain the horizontal body position by elevating the hips.
- b) To supplement propulsion.
- c) To balance the arm action.

The action is an up and down alternating movement. The whole leg is involved. The downbeat is initiated from the hips, transmitted through the knee and the foot. The action is continuous. There is slight flexion at the knee but the ankle should be very flexible. The knee flexion occurs on the downbeat the leg straightening to full extension and remaining straight during the upbeat. Propulsion is obtained during the downbeat. Elevation of the hips also occurs. Extension of the ankles is important to obtain propulsion and to minimise resistance. Slight in-toeing is advantageous, as are large feet!

The depth of the leg kick should be about 30 centimetres. The timing of the leg kick should be

six leg beats per arm cycle. Four beat and two beat kicks may occur but are less effective at providing any propulsion. Two beat kicks provide balance only. In young swimmers a six beat kick should be taught.

Arm Action

This is the major propulsive force of the stroke. The action is continuous and alternating.

Entry

This is in advance of the head between the shoulder and the midline. The thumb enters first as the hand is pitched at a shallow angle. The elbow is slightly flexed with a downward slope from the elbow to the fingers. The wrist should be firm and the fingers may be together or slightly apart. The hand moves forward on entry until the arm is almost straight and ready to commence the catch phase.

Catch and downsweep

This is the start of the propulsive phase of the stroke, the movement is an outward sculling action to catch the water. The arm then sweeps downward with the elbow flexing and remaining high. The hand accelerates.

In sweep

The elbow increases in flexion as the down sweep nears completion and the pitch of the hand turns inwards under the body. The flexion reaches 90°. The hand continues to accelerate.

Upsweep

The hand pitch changes to a backward and outward position for the final underwater stage of the arm action, the fingers pointing to the pool bottom. The hand changes pitch as it passes the hips so that the palm turns inwards.

Release

The elbow leaves the water first prior to the hand. The hand should be kept close to the body and the arm at almost full extension. The little finger is the first part of the hand to leave the water.

The pitch of the hand thus changes throughout the arm action. The hand moves through the water in an elongated 'S' path so that 'new' water can be found throughout the stroke. The transition from



pull to push is smooth and unnoticeable taking place as the hand leads the elbow in the plane of the shoulder. The length of the push varies with the swimmer but pushing all of the way to the thigh should be encouraged.

Recovery

This takes place over the water. It is detrimental to propulsion if it is not carried out correctly. The elbow should remain flexed and higher than the hand throughout the recovery. Extension of the arm starts as the hand passes the shoulder. Shoulder flexibility is important in the execution of recovery as is a relaxed arm.

Breathing

This is a hindrance to the stroke and must therefore be carried out in as efficient a manner as possible. Inhalation takes place whilst one arm is recovering and as the opposite arm enters the water. The head turns (not lifts!) into the bow wave to breathe and the head should have returned to the centre line before entering arm has past the face. Exhalation takes place whilst the face is submerged. This may be done either slowly through the nose and mouth, this is called 'trickle breathing' or by 'explosive breathing' when the breath is exhaled quickly just before the head is turned to inhale. The latter method is more likely to be used by competitive swimmers. Breathing may take place every stroke cycle and to one side only (unilateral breathing) or by breathing once every one and a half stroke cycles and on both sides (bilateral breathing). This disrupts the stroke less and should be used by competitive swimmers.

Beginners will tend to breathe every cycle whilst the more advanced swimmer will have better breath control and will breathe every 3, 5 or 7 cycles. Breathing may also take place less frequently in competitive swimmers, especially if they are swimming a short distance.

Co-ordination

The arm action is alternating and continuous, the action of the legs should be rhythmic and balance the stroke whether the action is six beat, four beat or two beat. Breathing should disrupt the stroke as little as possible. The stroke should 'flow' and be pleasing to look at. Every splash shows that energy is being wasted.

Back Crawl

Body Position

This should be as flat and streamlined as possible. The head should be held so that the eyes look upwards and forwards so that the ears are

submerged. The head is held still throughout the stroke. There is a slight inclination downwards from the head to the feet so that the leg kick can be performed without the feet coming above the water. There will be some rotation about the longitudinal axis of the body during the stroke but there should be no deviation of the body from side to side.

Leg Action

This is an alternating up and down action similar to that used in back paddle. A good leg kick is essential in backstroke, the main function is balance but it will provide propulsion in some swimmers. The kick is from the hip with a minimal bend at the knee. The toes should be pointed. The toes may turn inwards. The depth of the kick is approximately 45cm.

Arm Action

The action is continuous and alternating, the propulsive phase takes place under the water and recovery is over the water.

Entry

The arm should be straight but relaxed, the little finger enters first with the palm of the hand facing outwards. The entry point is in line with the shoulder. An entry point over the midline or too far away from the midline is detrimental to the stroke. The entry is controlled to avoid turbulence. The hand sinks downwards with the roll of the shoulders to a depth of approximately 30 cms.

Catch

The hand rotates so that the palm faces almost downwards and the swimmer fixes on the water. As the swimmer presses on the water the elbow bends slightly.

Downsweep (Pull)

The arm pull may be with a straight pull or with the elbow bent. The latter is the most efficient and is better for competitive swimmers but young swimmers may find the straight arm pull the easiest to perform. Following the 'catch' the hand takes a downward and outward path to a depth of approximately 40 cms to 50 cms. The elbow will flex and the pitch of the hand alters throughout this phase. During the downsweep the hand is pitched downwards, outwards and slightly backwards.

Upsweep

The hand then sweeps in an upward and inward direction as the flexion of the elbow increases to approximately 90°. The hand should be

accelerated throughout the arm action once the catch has been made. The inward movement of the arm is completed when the hand is just below the surface of the water.

Second Downsweep (Push)

The pitch of the hand changes from upwards to downwards and backwards and the hand sweeps downwards and inwards with the elbow extending so that the hand completes a second downward movement ending close to the upper thigh. This is sometimes called the pushing phase. The path of the arm action is that of an elongated 'S'.

Recovery

The arm is lifted with the palm almost facing the thigh with the thumb leading. The arm should be straight but relaxed during recovery. It should be almost vertically over the body. The arm gradually rotates during the movement so that the little finger can enter the water first for the next arm action.

The rotation of the body lowers the arm into the water in a better place to start the propulsive action and also lifts the shoulder of the recovering arm out of the water and thus aids streamlining. A good body roll is important in backstroke. The recovering arm enters the water as the propelling arm sweeps down at the end of the propulsive phase.

The straight arm pull is similar in recovery, entry and catch but the arm remains straight during the propulsive phase.

Breathing

Breathing should be regular, inhalation taking place with one arm action and exhalation with the other.

Timing

The leg kick is usually six times during each complete stroke but swimmers may use a two beat or four beat kick.

Breaststroke

Body Position

This should be as flat, horizontal and streamlined as possible. The hips should be just below the waterline. The buttocks should not bob above the water. The head may be below the surface of the water except when raised for the purpose of breathing but this does vary from swimmer to swimmer. The head must break the surface of the

water at some time in each stroke. In the early stages of learning this stroke the head may be kept above the water at all times.

Leg Action

There are two types of leg kick, the wedge kick and the whip kick. The latter is used for competitive swimming, as it is the faster of the two. Disabled swimmers or those who are not very flexible may find the wedge kick easier. Forward movement in breaststroke comes mainly from the strong leg kick.

Recovery

This starts from the legs straight position. The toes are pointed with the heels below the water surface. The knees flex and the feet are drawn towards the buttocks with the heels and knees not more than shoulder width apart. The hips drop slightly in the water and flex a little so that the angle between the body and the thighs is approximately 125 - 135 degrees. The feet dorsi-flex and turn outwards though the soles of the feet are still facing upwards as they prepare for the drive.

Propulsive Phase

The legs thrust outwards and backwards with the feet dorsi-flexed and turned outwards. The movement is a semi-circular one. The knees extend and at almost full extension the feet whip inwards and together ending in a toes pointed streamlined position. Propulsion comes from the whiplike movement of the feet. Acceleration should take place throughout the leg action. At the end of the leg action the legs relax when fully extended and the feet are plantar flexed. In an early teaching situation it is important to teach the cocked feet, the pointed toes can be taught later.

Arm Action

This raises the body in the water. The arms are fully extended at the start of the stroke with the palms facing downwards and slightly outwards so that the thumbs are lower than the fingers. Propulsion is obtained from the sculling action of the hands and forearms.

Catch and the Propulsive Phase

The fingers are together or slightly apart. The hands and forearms press outwards and downwards to the 'catch' below the water surface. The elbows start to flex just before the catch which occurs when the hands are approximately shoulder width apart and at a depth of about 15 - 20 cm. The pitch of the hand is outwards and backwards. The insweep of the hands is the propulsive part of the arm action. The elbows remain flexed and above the hands and the hands



should be about shoulder width apart. The accelerating insweep is a sculling action with the fingers together. The elbows should not go beyond the shoulder line. The hands should accelerate throughout the action.

Recovery

The hands and arms push forward into a stretched position without a pause. The hands are pitched slightly inwards and downwards. Some swimmers may have the hands and arms close together in a praying like manner. At the end of the arm action the arms should be relaxed and in a fully extended position. The next arm stroke must not start until the legs are together and stretched.

Breathing

The breath is taken at or towards the end of the propulsive stage when the body is high. As the arms are pushed forwards the face drops into the water and the breath is exhaled. Breathing should take place with every stroke. Breathing out may be of the trickle or explosive type.

Timing

The propulsive arm action takes place and then the leg action takes place as the arms recover. A glide is usually taught although this may become imperceptible in a competitive swimmer. The timing of the stroke and the length of the glide varies from swimmer to swimmer.

In breaststroke one side of the body is like a mirror image of the other. Both arms and both legs have a simultaneous action in the same horizontal plane.

Butterfly

Body Position

The body is in the prone position, similar to front crawl, with the arms and legs moving simultaneously and continuously. The legs need to be below the water for most of the stroke so there is a slight slope from head to foot.

The body should be flat and streamlined but undulation will take place due to the nature of the stroke. The hips remain close to the water surface, the head and shoulders will drop as the arms force them down during recovery but rise at the end of the propulsive stage when the breath is taken. The body must remain on the breast throughout with the shoulders kept in line with the normal water surface. The head should drop into the water prior to the entry of the hands.

Leg Action

The dolphin like action provides propulsion and support. Both legs move together in an up and down movement. The feet should be together with the toes pointed. There must be no alternating movement. In recovery the legs are in an extended position with the toes pointed. The legs rise to the surface of the water and the knees flex slightly to allow the feet to rise further, the hips become lower in the water. This is the upbeat of the legs.

The downbeat starts from this position then the feet whip downwards past the knees and the hips rise. The toes should be pointed and are angled inwards. This is the propulsive phase of the leg action. There are usually two leg kicks per arm cycle; the first one is usually the stronger of the two.

Arm Action

The arm action gives most of the propulsion. The arms perform an 'S' shaped pull with the hands sculling; the action of the arms must be simultaneous.

Entry

The hands enter the water thumb and first finger first with the palms of the hands pitched outwards at about 45° to the water surface. The hands should be shoulder width apart and the arms almost fully extended.

Catch

This takes place as the hands move forwards, downwards and outwards. The high elbow position should be maintained. Catch takes place 15 - 30 cm below the water surface.

Pull

The direction of the hands changes so that the sweep is inwards and downwards coming close to the abdomen. The fingertips of each hand come close to each other as the elbows flex to almost 90°. The elbows remain higher than the hands throughout the propulsive phase of the stroke.

Push

The hands accelerate and sweep outwards again continuing to the thighs. The wrists rotate so that the little finger can leave the water first.

Recovery

This takes place over the water with the arms relaxed, low and almost straight. The slight bend of the elbow at the start of recovery increases after the shoulders are reached to prepare for the entry.

Breathing

Breathing is carried out when the head is out of the water at the end of the propulsive phase. The chin remains close to the surface of the water. The head returns to the water after breathing in advance of the arms. Some swimmers breathe every arm cycle others prefer to breathe every other cycle. Breathing is usually of the explosive type. Some swimmers breathe to the side rather than the front.

Timing

Two kicks are usually taken in each cycle. The first downbeat occurs during the arm entry and first outswEEP and the second at the end of the propulsive phase of the arms. The first upbeat occurs as the arms sweep inwards and the second when the arms are in recovery.

Sidestroke

Body Position

The body position can be on either side though individuals will usually have a preference. The position should be as horizontal and streamlined as possible though when used for lifesaving the hips and legs will be lowered to accommodate the casualty. The side of the head rests with the ear in the water and with the lower arm beneath it. The eyes look to the side and slightly forward.

Leg Action

This has been termed a scissors-like kick. The legs move in unison (simultaneously), one above the other for part of the stroke but then kick in opposite directions to drive backwards. The action is parallel with the water surface but beneath it.

Recovery

This starts from a stretched position with the toes pointed and both legs together. The heels move towards the buttocks by flexing the hips and the knees. Both legs move symmetrically and together for a short period but then separate so that one leg comes forward and one leg moves backwards. The leg nearest the water surface moves forward, the knee flexing and the foot becoming dorsi-flexed. The lower leg moves backwards with the knee flexing and toes pointed.

Propulsion

Propulsion comes from the straightening of the knees and hips and the vigorous closing of the legs. The backward thrust comes from the back of the upper leg and its dorsi-flexed foot and from the front of the shin and the front of the foot of the lower leg. The legs then come together, one on top

of the other and remain in contact for the ensuing glide.

Arm Action

The arm action is alternating with both arms below the water surface. One arm pulls whilst the other recovers.

The stroke commences with both arms stretched. The lower arm reaching forward beyond the head with the palm facing downwards and the upper arm stretching down the side of the body with the palm to the upper thigh. The lower arm is referred to as the leading arm.

Recovery (Upper Arm)

The upper arm recovers alongside the body by moving the flat hand to a comfortable forward position near the face with the elbow kept close to the body.

Propulsion (Upper Arm)

The upper hand and arm are swept back towards the thigh. The palm faces backwards with the fingers together. The elbow is flexed until just before the end of the pull which is to the swimmers thigh. As the upper arm is pulling the lower arm is recovering.

Propulsion (Lower Arm)

As the upper arm recovers the lower arm is pulling. This is a long vigorous movement in a downward and backward direction directly under the swimmers body. The elbow flexes and the palm and closed fingers should face directly backwards for as long as possible during the stroke. The pull concludes at the level of the shoulder.

Recovery (Lower Arm)

The arm extends to the forward stretched position with the elbow and hand kept as close to the body as possible.

Breathing

Breathing should be regular. The head lifts slightly as the lower arm commences the pull and inhalation should take place at this time. Exhalation takes place as this arm assumes the glide position.

Timing and Co-ordination

As the lower arm commences the pull the legs commence their recovery. The scissors-like kick takes place as the upper arm pulls and the lower arm recovers. The body then glides for a short time until the commencement of the next cycle.



The action may be swum in a leisurely fashion or speeded up so that the glide is imperceptible and the action continuous.

Old English Backstroke

Body Position

The body is supine with the head slightly higher than the legs to allow the leg action to take place under the water. The eyes look towards the feet. The head tends to drop as the arms recover over the water.

Leg Action

The leg action provides propulsion and balance. It takes place just below the surface of the water. It is similar to an inverted breaststroke whip kick.

Recovery

This commences from a fully extended position of the legs. The swimmer bends the knees, the lower legs drop and the heels move backwards to lie approximately below the knees. The thighs remain in line with the body just below the water surface. The heels should be approximately hip width apart ready to drive backwards. The feet dorsiflex and turn outwards.

Propulsive Phase

The feet and legs simultaneously sweep outwards in a semi circular action accelerating as they close together into a fully stretched position. Propulsion is obtained from the soles and sides of the feet.

Arm Action

Recovery

The arms commence from an extended position at the side of the body. They are simultaneously lifted from the water and are carried vertically over the body to an extended position beyond the head.

Entry

The hands enter the water simultaneously, the width apart will depend on the flexibility of the

shoulders but should be as near as possible to the midline to obtain the maximum amount of propulsion. The little fingers enter first so the backs of the hands are close together.

Catch

This occurs at approximately 15cms below the water as the hands scull outwards.

Propulsive Phase

The arms remain almost straight or may bend as in the back crawl bent arm pull with the hands sculling in a semi-circular pathway until the hands reach the thighs and the arms are at the sides. The bent arm action is more efficient.

Breathing

Inhalation takes place as the arms are starting to recover. Exhalation takes place as the arms are at the later part of recovery as breathing out through the nose and mouth at this time helps to stop the water going into the nose.

Timing

This varies to some extent depending on the function of the stroke. When used by the adult beginner swimmer, for recreational swimming or by disabled swimmers the co-ordination may be adapted to suit themselves.

The arms and legs commence the recovery stage simultaneously but as the arms are passing vertically over the shoulders the legs commence the kick. The propulsive phase of the arm stroke then takes place. The arms are brought to the sides of the body, the legs remain stretched and there is a short glide.

The sequence is therefore - legs kick and recover as arms recover, arms pull and push, body glides. Some swimmers may glide prior to the propulsive movements of the arms so that the sequence becomes - both recover, kick, glide, pull, glide. This means that there are two glides per stroke.

Water Safety

People, especially children are attracted to activities in and around water; a large percentage of deaths by drowning occur in what appears to be a harmless location. The following information highlights some of the reasons a Water Safety programme is essential:

- Not everyone is swimming or playing in the water before they drown.
- Over 50% of those who drown were able to swim, it is easy to over estimate your ability and stamina.
- Sudden immersion in cold water can kill good swimmers as well as non-swimmers.
- Diving into shallow water and striking the bottom may result in serious spinal cord injuries, possibly with complete paralysis below the site of the injury.

It is most important that children and adults understand the dangers and the measures to be taken to avoid accidents. The following information from RoSPA will help in the development of your own Water Safety programme:

- Understanding the 'Drowning Chain'.
- The water safety 'Code of Advice'.

The Drowning Chain

The most positive way of counteracting drowning is to prevent entry into the water in the first place. The possible combination of events which lead to drowning are the factors which form the links in the drowning chain. It is essential to counter one of these factors and break a link in the chain as soon as possible, preferably before the stage of a rescue is required.

The links are:

- Ignorance, disregard or misjudgement of danger.
- Unrestricted access to hazards.
- Absence of adequate supervision.
- An inability to save yourself or be rescued.

Through education it is possible to break the first link; the ability to recognise dangers and know your own limitations are a most important part of the Water Safety programme. Access to hazards should be restricted by fencing and warning signs,

education in understanding signs, flags and notices is another important part of the Water Safety programme. Qualified Lifeguards reduce the risk of drowning, swimming without adequate supervision is an unnecessary risk that is easily avoidable. In the eventuality of being in a life-threatening situation the ability to save yourself or be able to assist a rescuer are skills that can be learnt as part of the Water Safety programme.

The main emphasis of the Water Safety programme should not be on rescue as this may put another person's life at risk. Rescue skills are important, but are a poor option in a preventative plan; water safety education is the main weapon in preventing drowning.

Based upon the understanding of the drowning problem and the necessary counters to the links of the 'Drowning Chain' RoSPA has introduced the following water safety code. This code has been adopted as the essence of a new water safety education project emphasising prevention is much better than cure. For more information from RoSPA contact:

The Royal Society for the Prevention of Accidents,
RoSPA House,
Edgbaston Park,
353 Bristol Road, Birmingham B5 7ST.
Tel: 0121 248 2120
Fax: 0121 248 2001

Code of Advice

- Spot the Dangers.
- Take Safety Advice.
- Don't Go Alone.
- Learn How to Help.

Spot the Dangers – water may look safe, but it can be dangerous; learn to spot and keep away from dangers. You may swim well in a warm indoor pool, but that does not mean that you will be able to swim in cold outside water.

Take Safety Advice – special flags and notices may warn you of danger. Know what the signs mean and do what they tell you.



Don't Go Alone – children should always go with an adult, not by themselves. An adult may be able to point out dangers or help if somebody gets into trouble.

Learn How to Help – you may be able to help yourself and others if you know what to do in an emergency.

People at Risk

It is possible for anyone to drown, but some people are a higher risk than others:

- Males are at a higher risk than females, statistically 75% of drownings are male.
- Young children are at a higher risk at home and in the garden.
- The elderly are at a higher risk in the bath.
- Teenagers and young adults under the influence of alcohol are at a higher risk when socialising near water.

Where People Drown

It is possible to drown in a puddle! Anywhere where there is enough water to cover your mouth and nose which would prevent you breathing if you were unable to remove your face from the water:

- At home – baths, sinks, toilets and washing machines.
- In the garden – ponds, paddling pools and water butts.
- At the local park or swimming pool.
- Around the locality – sewage works, building, mining and industrial sites.
- Inland waters – rivers, streams, canals, lakes, reservoirs and gravel pits.
- Along the coast – in the sea, rock pools, quick sand and mud flats.

Hazards, Dangers and Advice

Hazards	Possible Dangers	Advice
Baths and sinks	Small children may fall in	Always empty after use & remove plug
Toilets	Small children could fall in	Keep the toilet seat down
Garden ponds & swimming pools	These are normally at ground level with easy access and children may fall in	Should be fenced off with gate kept locked
Paddling pools	Children enjoy playing with water and may attempt to enter them unsupervised	Supervise all play, empty and deflate after use
Water butts	Very full at certain times of the year, could be toppled	Keep covered and properly secured
Paddling pools in public parks	Unsupervised and unfenced	Wherever there is water children must be supervised
Ponds in public parks	Unfenced, slippery edges, cold murky water, freezes in winter	Supervise young children at all times
Swimming pools	Shelving floor, lots of people	Obey the rules and the lifeguard
Streams, canals, lakes, reservoirs and gravel pits	Slippery edges, cold murky water, currents, weirs, locks and boats.	Stay away from the edge, children must be supervised
The sea	Currents, tides, rips, wind, sand banks, piers, cliffs, sewage outlets and water craft	Swim parallel to the shore within patrolled area. Never use inflatables in the sea
Rock pools	Slippery sides, jagged rocks, could be deep	Wear appropriate shoes and clothing and keep an eye on the tide
Quick sand and mud flats	They do not look dangerous but they are	If you enter by mistake lay flat and try to swim a slow breast stroke
Sewage works, old mines and industrial sites	Fencing may be broken or non existent no warning signs – may be water present	Do not go exploring dubious sites

Open Water Swimming Safety Advice

- DO NOT go alone.
- Wait for at least an hour after a meal.
- Never swim after drinking alcohol.
- If you feel cold, tired or unwell leave the water.
- DO NOT swim if there is a red flag flying.
- Swim in an area patrolled by Lifeguards, parallel to the shore.
- DO NOT dive into unknown water.
- DO NOT wear goggles if performing deep dives and swimming underwater.
- DO NOT swim near rocks, piers or breakwaters.
- DO NOT swim in areas designated for surfing, jet skiing or boating.

Boating Safety Advice

- Make sure all the equipment is well maintained.
- Take a course of qualified instruction before going out in a boat.
- Inform somebody where you are going and your estimated time of return.
- Always wear an approved personal flotation device (PFD), such as a buoyancy aid or life jacket.
- Wear layers of warm clothing with waterproof outer garments and non-slip footwear.
- Learn emergency capsizing and "man overboard" drills.
- Check the weather before going afloat, conditions at sea can change suddenly.
- If you capsize stay with the boat, you will be spotted more easily.
- Keep fingers away from the edges when manoeuvring close to other boats or jetty's, boats do not have brakes.
- If at sea carry a means of raising an alarm, such as red flares, orange smoke, whistle blasts or a radio maydays.

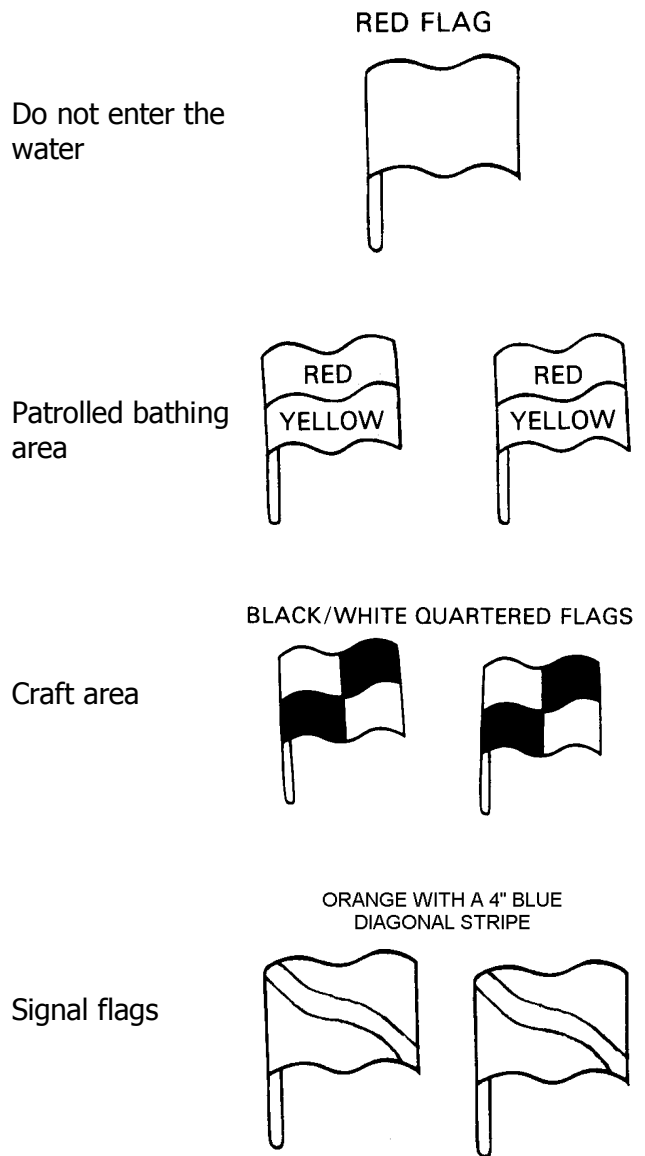
Safety Advice at the Beach

- Obey warning signs, notices and safety flags.
- Make a note of Lifeguards on duty, First Aid Posts and Emergency Telephones.
- Look for information about high and low tides, if the beach is wet near the waters edge the tide is going out, if the beach is dry near the waters edge the tide is coming in.
- Be aware of being cut off by incoming tides.
- Do not play on rocks, groynes or breakwaters.
- Do not climb on cliffs and keep away from cliff edges.

- Do not explore caves when there is a risk of being cut off by incoming tides.
- Be aware of other people on the beach, they can be an indicator of safe areas and tidal movement.
- Do not use inflatable airbeds or large inflatable toys on the sea, they can easily be blown away.
- Be aware of rip currents that can pull you out to sea, if caught in a rip keep calm, either swim diagonally across the current or wait until the power has reduced to allow you to swim parallel to the beach and surf in with the waves.

Beach Flags

Beach flags are for the protection of the public and must always be obeyed.



National Water Safety Signs

Prohibition

Prohibition

Prohibition Signs tell you not to do something.
Black and Red on White.

	No swimming		No motorised craft
	No snorkelling equipment		No personal water craft to be used
	No sub-aqua equipment		No water skiing
	No diving		No surfboarding
	No sailing		No inflatables in the water
	No windsurfing		No running
	No rowing		No outdoor footwear
	No fishing		

Hazard

Hazard

Hazard Signs warn of potential hazards.
Black on Yellow.

	Beware - diving area		Beware - thin ice
	Beware - motorised craft area		Beware - strong currents
	Beware - surfboarding area		Beware - sailing area
	Beware - water skiing area		Beware - slipway
	Beware - deep water		Beware - windsurfing area
	Beware - shallow water		Beware - rowing area
	Beware - sudden drop		

Information

Information

These are not safety signs but give general information.
Black on White.

	Swimming area		Fishing area
	Sub-aqua area		Snorkelling area

Mandatory

Mandatory

Mandatory Signs give instructions to do something.
White on Blue.

	Mandatory action - life jackets to be worn
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Documents for Photocopying

On the following pages are documents that may be photocopied for use in connection with the delivery of the **International Learn To Swim Programme**.

- **ILS Water Safety Questions.**
- **ILS Assessment Standards.**
- **ILS Lesson Plan Template.**
- **ILS Register of Attendance.**
- **ILS Progress Tick Sheets** covering all of the awards in the **ILS Programme**.



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ILS Water Safety Questions

Questions for STAnley First Step Series

Questions Poolside Safety & Poolside Rules	Answer
1. Where is the shallow end of the swimming pool?	The answer is specific to the centre.
2. When are you allowed into the water?	Pupils should enter the pool only when instructed to do so by the teacher.
3. How must you enter the water?	Safely and slowly down the steps or sit and swivel into the pool.
4. How must you walk along the poolside?	Slowly.
5. Are you allowed to run around the poolside?	No.
6. If the teacher blows the whistle what must you do?	The answer is specific to the centre.
7. If the fire alarm sounds what must you do?	The answer is specific to the centre.
8. Are you allowed to throw the swimming aids?	No.
9. Are you allowed to bit or chew the swimming aids?	No.
10. If you want to go to the toilet what must you do?	Ask the teacher.
11. Are you allowed to go to the toilet in the pool?	No.
12. Are you allowed to push people into the pool?	No.
13. Are you allowed to push people under the water?	No.
14. Are you allowed to splash water into other peoples eyes?	No.
15. Are you allowed to eat sweets when you are in the water?	No.
Questions Water Safety	Answer
1. Who is the STA water safety mascot?	STAnley.
2. What is the STA water safety mascot?	STAnley the seal.
3. What does STAnley say?	Stay safe in and around water.
4. Who should be with you if you are going near a pond or lake in the park?	An adult.
5. If you had a pond should you go swimming in it?	No.
6. If you play in a paddling pool in the summer, who should be looking after you?	An adult.
7. When you have a bath at home who should be looking after you?	An adult.
8. In the winter, if a pond or lake freezes over can you play on it?	No.
9. If you go to feed the ducks in the park should you stand right by the edge?	No.
10. If you see someone in trouble in the water what should you do?	Tell an adult/lifeguard.



Questions Water Safety	Answer
11. If you go swimming on holiday who should be looking after you?	An adult.
12. If you go to the beach for your holiday should you go and wonder off on your own?	No.
13. If you go near a river or canal to watch the boats is it safe to go near the edge?	No.
14. Is it safe to swim in a river or a canal?	No.
15. Is it safer to swim in a swimming pool or in the sea?	The swimming pool.
16. Is the water in ponds and rivers and canals as warm as it is in the swimming pool?	No.
17. Is the water in ponds and rivers and canals as clean as it is in the swimming pool?	No.
18. Is the sea always as calm and flat as the swimming pool or does it have big waves?	The sea has big waves.
19. What colour warning flag do we fly at the beach to warn you not to go into the sea?	Red.
20. If you go boating on the river or the canal what kind of jacket must you wear?	A lifejacket or buoyancy aid.

Questions for Level 1 - Octopus

Question	Answer
1. Give examples of whistle signals used in your pool with their meaning.	The answer is specific to the centre.
2. Why should you walk and not run on the poolside?	Running is dangerous on the poolside as it may be slippery and is likely to result in a person slipping and falling which may cause injury.
3. How do you know where the shallow end of the pool is?	Signs are usually displayed giving the water depth.
4. When would you go to the toilet?	Pupils should go to the toilet prior to the lesson and ask to leave the pool to go to the toilet if necessary.
5. If you have long hair what should you do with it before going into the pool?	Long hair should be covered by a swimming hat or tied back.
6. If you wear jewellery what do you do with it before you go swimming?	Jewellery should be removed prior to swimming and left at home or stored in a safe place at the pool.
7. When and how would you enter the pool?	Pupils should enter the pool only when instructed to do so by the teacher. A safe method of entry should be used.
8. What are the depths of your pool?	This is specific to the centre.
9. Who would you tell if someone has an accident at the pool?	The teacher of the class, a lifeguard or another responsible person should be told if an accident occurs.
10. What are you not allowed to do at the swimming pool?	Pupils should not: <ul style="list-style-type: none"> • Eat chewing gum or sweets in the water. • Run on the poolside. • Enter the water until instructed. • Leave a class without telling anyone. • Dive, unless under instruction or unless this is allowed at the pool in a designated area.

Question	Answer
	<ul style="list-style-type: none"> Engage in dangerous pursuits such as 'bombing', pushing others into the pool, ducking others under the water. Any other activity which is dangerous or frightening to others.
11. What rules are there for using the swimming pool?	<p>Rules for using a swimming pool include:</p> <ul style="list-style-type: none"> Storing outer clothing in a safe, dry place. Blow the nose; go to the toilet and shower prior to entering the water. Obey any printed notices. Obey any instructions from a teacher or lifeguard. Enter and leave the pool when instructed. Do not engage in any dangerous practices. Shower after leaving the pool.
12. What colour uniform do the lifeguards wear?	This is specific to the centre.
13. What should be done with equipment when we have finished with it?	After use, equipment should be placed tidily on the poolside if required again and returned to the store at the end of the lessons.
14. Why do we need to know which is the shallow end or deep end of the pool?	This is necessary in the interest of safety. Beginner pupils should not enter deep water without a buoyancy aid and it is also important to know the depth of the water for various activities such as diving and feet first entries.
15. What should you do if the alarm sounds whilst at the pool?	If the alarm sounds, pupils should immediately leave the pool and await instructions from a lifeguard or teacher.
16. What should you do after you have been swimming?	After swimming, the pupils should shower, dry themselves, dress and rinse out their swimming costumes in clean water as soon as possible.
17. What jewellery is allowed in a swimming pool?	The only jewellery which should be worn in a swimming pool is a Medic Alert bracelet or necklace.
18. Who should you tell if you need to go to the toilet during a swimming lesson?	If the pupils want to go to the toilet during a lesson, they should ask the teacher for permission to leave the pool.
19. What should you do at the end of the lesson?	At the end of the lesson, pupils should leave the pool safely, place any equipment used tidily on the poolside then proceed as in 16 above.
20. Why, are you not allowed to duck each other?	Ducking is a dangerous practice, which may cause distress to another pupil.

Questions for Level 2 - Goldfish

Question	Answer
1. How would you telephone for help?	To telephone for help, dial 999 and ask for the service you require.
2. What are the four parts of the Water Safety Code?	<p>The 4 parts of the Water Safety Code are:</p> <ul style="list-style-type: none"> Spot the dangers. Take safety advice. Don't go alone. Learn how to help.



Question	Answer
3. What is the difference between swimming in a pool and swimming in open water?	The differences between swimming in a pool and swimming in open water are many. In a pool the water is in a clearly defined area, the depth is known and it is usually warm. The pool is usually supervised by lifeguards and help is at hand if difficulties arise. In open water the area may be very large and the water may be cold. Dangerous currents, underwater hazards such as rocks and weeds may be present, the water may be polluted and the depth unknown. Banks may be steep making it difficult to get out of the water. There may be no supervision and help unobtainable.
4. What water hazards/dangers are there in the home or in the garden?	Water dangers and hazards in the home and garden include any container in which water is present in sufficient quantity to cover the nose and mouth if a person is unable to remove their face from it. Examples are, a bowl or bath, toilet, garden ponds, paddling pool or swimming pool, water butts or even a puddle.
5. What water hazards/dangers are there in the park or in the locality?	Water dangers and hazards in a park and in the locality include those mentioned in 4 above and also ponds, lakes, streams, rivers, canals, gravel pits, reservoirs and water in industrial areas.
6. What water hazards/dangers are there at the beach/seaside?	Water dangers and hazards at the seaside include all of those mentioned in 4 and 5 above and also the sea itself, rock pools, river constraints, quick sands, mud flats, piers, groins, breakwaters, water craft and the use of inflatable boats or other inflatable objects.
7. What warning flags are there at the beach?	Warning flags in use at the beach are: <ul style="list-style-type: none"> • RED - do not enter the water. • RED AND YELLOW - patrolled bathing area. • BLACK AND WHITE QUARTERED - craft area. • ORANGE WITH BLUE DIAGONAL STRIPES - signal flag.
8. Why are rivers dangerous?	Rivers are dangers as they may be cold, of an unknown depth which may change suddenly, be fast flowing with currents and whirlpools. There may be underwater hazards such as rocks, metal objects or broken glass and weeds may be present. The level may rise rapidly if there is rain upstream or if the river is tidal. There may be weirs and waterfalls. The banks may be overhanging, steep or slippery or may collapse suddenly. Rivers, which are frozen, should never be walked on as the ice may crack allowing the person to fall through the ice.
9. Why are canals dangerous?	Canals are dangerous as the water is deep and is often polluted and murky. There may be underwater hazards such as metal objects and broken glass. If on a boat low bridges may be hazardous. Locks are very dangerous having steep sides. They are deep and when being emptied or filled have very dangerous currents. Frozen canals should be avoided.
10. Name some places where it would not be safe to swim?	It is not safe to swim in any open water such as ponds, lakes, rivers, canals and the sea unless there is a designated supervised area.

Question	Answer
11. Why should you never go swimming alone?	No-one should go swimming alone as there would be no-one available to help or send for help in an emergency.
12. If you go swimming on holiday what should you do first?	When someone wishes to go swimming whilst on holiday, they should look for a designated supervised area for swimming. It is advisable to learn to swim prior to a holiday.
13. If you go swimming in the sea what should you do first?	If swimming in the sea, the local conditions should be checked and swimming should only take place in a designated, patrolled area.
14. If you go swimming at a new pool what should you do first?	When going to a new pool for the first time, any notices which may be displayed giving regulations and safety precautions should be read and adhered to. Notices giving the depth of the pool should be checked.
15. If you see somebody drowning in the swimming pool what would you do?	If someone appears to be drowning in a swimming pool, the alarm should be sounded and a lifeguard or other responsible person should be informed.
16. If you saw somebody drowning in open water what would you do?	If anyone is drowning in open water, the situation should be assessed and the alarm raised. A rescue should only be attempted if it is possible without endangering the life of the rescuer. Possible rescues are given in 17, 19 and 20 below.
17. How can you help somebody who is drowning without putting yourself at risk?	<p>Rescues which may be possible without risk to the rescuer are:</p> <ul style="list-style-type: none"> • To throw a buoyant aid or rope. • A reach rescue from the side whilst lying down. • A wade-in rescue if the water is shallow. <p>A rescue is only attempted if it is safe to do so without putting the rescuer at risk. It may be possible to affect a talking rescue by shouting instructions to a casualty to calm them and telling them how to help themselves.</p>
18. What rescue services can help you at the seaside?	Rescue services which can help at the seaside include the coastguard, beach lifeguards and the lifeboat service. The fire service, police and ambulance service may also be needed.
19. How could you reach somebody who has fallen in and cannot swim very well?	A reach rescue may be possible by lying on ones side and reaching to the person with any long object such as a pole, the branch of a tree or even an article of clothing. It is important to lie down so that the person being rescued cannot pull the rescuer into the water.
20. What would be the best aid to use to reach out to somebody who needs help in the water?	Anything which is available can be used for a reach rescue as long as it is strong and can reach the casualty. The branch of a tree might be available.
21. What could you use to throw to somebody who needs help in the water?	An aid which could be thrown to a person needing help in the water could be a rope or any object which will float. A lifebelt would be best but a plastic container, a ball or piece of wood could all be used.



ILS Assessment Standards

Starfish 1 - Learning outcomes	Starfish 1 - Assessment Standards
1. Helped baby to enter the pool safely.	Depending on the age of baby – Adult enter the water first teacher hands baby to adult, or lay baby on a towel adult slides into water next to baby.
2. Used swing dips to help familiarise baby with the water.	Support babies head whilst holding under the arms and gently move baby from side to side, shoulders under water.
3. Supported baby on the front to enable movement freely around the pool.	Baby lays on forearm of adult, move baby gently around the pool.
4. Supported baby on the back to enable movement freely around the pool.	Support babies head, move gently around the pool.
5. Encouraged baby to wash and splash their face with water.	Wash babies face with water if very young, older babies splash and wash face.
6. Helped baby to leave the pool safely.	Lay baby on towel, adult leaves the pool beside the baby.
Starfish 2 - Learning outcomes	Starfish 2 - Assessment Standards
1. Held baby facing you and submerged yourself in the water for baby to see.	Smiling and talking to baby adults face is submerged.
2. Enabled baby to move freely around the pool using the safety hold.	Holding baby supported by the forearm, move gently around the pool.
3. Moved around the pool using the seat hold, bobbing baby up and down.	Move gently around the pool with one hand supporting baby under the seat, also perform gentle dipping movements.
4. Supported baby on the back while walking backwards and zigzagging through the water.	Supporting babies head move in different directions around the pool.
5. Encouraged baby to wash their face with water or submerge baby in the water, holding baby towards you.	With baby facing you get baby to wash, splash or submerge face.
6. Encouraged baby to hold onto the poolside, with assistance if necessary.	Baby should hold trough, bar or edge of pool.
Starfish 3 - Learning outcomes	Starfish 3 - Assessment Standards
1. Supported baby under the arms and encouraged baby to gently flop into the water from a sitting position on the poolside.	Baby sitting on the side with support from adult and flops into the water
2. Encouraged baby to move from front to back positions using a flip-flop rhythmical movement.	Move baby from front position to back position in gentle movements.
3. Encouraged baby to reach for a toy while moving around the pool, supporting baby on the front.	Move baby towards favourite toy whilst on the front.
4. Helped baby to move through the water using a kicking action, while supporting baby on the back.	Whilst supported baby on the back encourages a kicking movement.
5. Supported baby using the safety hold and rolled baby away from you, then gently back towards you.	With gentle movement move baby away and toward adult in the safety hold.
6. Used a buoyancy aid to support yourself while floating in the water, with baby laying on your chest or sitting on your tummy making eye contact.	Adult floating on the back with or without a buoyancy aid, whilst baby sits or lies on adult's chest or stomach facing the adult.
Starfish 4 - Learning outcomes	Starfish 4 - Assessment Standards
1. Supported baby by the arms or hands to encourage movement into the pool from a sitting position.	Baby sitting on the side with support from adult and enters water with a splash.
2. Used a forward hold to encourage and gently submerge baby.	Holding baby on the front gently submerge baby's face.
3. Used the Little Harbour hold to move around the pool while encouraging movement from	Move gently around the pool encouraging baby to hold adult arms.

baby.	
4. Encouraged baby to roll from a front position to a back position with support.	Move baby from front to back position, whilst supporting baby all the time. Supporting baby on the back walk quickly backwards.
5. Encouraged movement from baby by swiftly walking backwards while supporting baby on the back.	Supporting baby on the back walk quickly backwards.
6. Assisted and encouraged baby to hold onto the poolside and climb out (if baby has the physical ability).	Adult to teach the baby to exit the pool correctly.
Starfish 5 - Learning outcomes	Starfish 5 - Assessment Standards
1. Encouraged baby to jump into the water from a standing position on the poolside, while holding baby's arms or hands.	Baby enters water safely by jumping whilst holding adults hand.
2. Supported baby while encouraging them to roll from a back position to a front position.	Encourage baby to move from back to front position with adult support.
3. Encouraged baby to make kicking movements with support either in a Front Surf or a Woggle.	With baby supported by buoyancy aid encourage kicking motion.
4. Encouraged baby with cues to submerge in a Duckling Dive.	Submerge into duckling dive on cue from adult.
5. Swam around the pool with baby holding onto your back.	Adult swimming on front with or without a buoyancy aid, whilst baby holds on to adults costume or hair.
6. Cued baby to submerge vertically and rotate 180 degrees in the pool.	On adults cue baby to submerge vertically and turn 180 degrees.
7. Supported baby in a front hold to move forwards and grasp a toy, then enabling return with support in a back float position.	Supported on the front encourage baby to move forward to grasp a toy, then adult assists rotation to the back float position.
Starfish 6 - Learning outcomes	Starfish 6 - Assessment Standards
1. Encouraged baby to enter the water freely from a sitting position on the poolside.	Baby enters water safely from a sitting position.
2. Encouraged baby to move freely through the water, either with minimal support or with the use of a buoyancy aid.	Baby moves through the water either with support of buoyancy aids.
3. Cued baby to submerge vertically and rotate 360 degrees in the pool.	On adults cue baby to submerge vertically and turn a complete circle (360 degrees).
4. Supported baby by the hands and encouraged movement in a figure of eight or snaking pattern through the water.	Holding babies hands move quickly through the water in a zig zagging pattern.
5. Taken baby for a front or back ride through the water, with or without support.	With adult swimming on front and back with or without support take baby for a ride around the pool.
6. Cued baby to submerge in a Duckling Dive towards the poolside and encouraged baby to hold onto the poolside and climb out (if baby has the physical ability).	Submerge into duckling dive and swim towards the poolside, hold the side and leave the water safely.
Stanley 1 - Learning outcomes	Stanley 1 - Assessment Standards
1. Identify the teacher.	Be able to point to or name the teacher.
2. Enter the water safely.	Use ladder, platform ramp or swivel or assisted sitting entry.
3. Splash the feet on the surface, whilst holding the rail, trough or poolside and then return to standing position.	Stretch body across the water, move the water with the feet and then bring knees into the wall and stretch body into to a vertical position, place feet on floor if possible.
4. Walk forwards, backwards and sideways through the water unaided for 5 metres, if in deeper water, unassisted walking actions may be substituted.	Show the ability to walk in different directions or be able to show the same ability to move in different directions in an upright position if in deep water.
5. Move through the water on the front for 2 metres.	Show the ability to move forwards whilst on the front.



6. Move through the water 2 metres on the back, regain feet.	Show the ability to move backwards and then rotate to a vertical position (if in deep water) or stand up if in shallow water.
7. Blow a small object across the pool for 2 metres.	Blow through nose, mouth or both to move the floating object.
8. Using a woggle as a bridge and a watering can as a shower, be happy to move through the waterfall.	Move under running water showing no fear or distress.
9. Push and glide on the front.	Hold arms and legs in a flat position.
10. Exit pool safely.	Exit the pool in a safe manner
Stanley 2 - Learning Outcomes	
Stanley 2 - Assessment Standards	
1. Show an understanding of poolside safety.	Walk on poolside, enter and exit the water only when instructed.
2. Enter the water from the poolside safely.	Sit and enter with assistance or swivel entry.
3. Blow bubbles into the water, nose and mouth submerged.	All of nose and mouth under water. Visible bubbles.
4. Move through the water for 2 metres on the front returning to a standing position.	Show the ability to move forward on the front and then rotate to a vertical position (if in deep water) or to a standing position if in shallow water.
5. Move through the water for 2 metres on the back using an alternating leg action with the eyes looking at the ceiling, return to standing position.	Show the ability to lie on the back looking upward. Use legs one after the other. Show the ability to obtain a vertical position (if in deep water) or top stand up if in shallow water.
6. Perform a floating position.	Show the ability to lay relatively still in the water.
7. Use front paddle action to move a ball across the pool.	Show the ability to use the arms in an alternating action, tapping a ball.
8. Push and glide on the back..	Show the ability to lie flat while on the back – arms may be by the sides or above the head.
9. Roll from front to back, look at the ceiling.	Show the ability to turn from front to back.
10. Climb out of the pool safely.	Show the ability to climb out onto poolside – adult assistance may be given.
Stanley 3 - Learning Outcomes	
Stanley 3 - Assessment Standards	
1. Answer a question on poolside safety.	Be able to answer a question on poolside safety.
2. Enter the water from poolside, move forward 1 metre then return and exit from the pool unassisted.	Show the ability to enter the water, move away from poolside and then return to poolside and exit on own.
3. Hold the rail, trough or poolside, with the face in the water, blow bubbles.	Whole face in water. Visible bubbles.
4. Perform a star float on the back and regain the feet.	Stretch arms and legs wide, looking upwards. Show ability to return to a vertical position (if in deep water) or be able to stand up is in shallow water.
5. Move through the water on the back using an alternating leg action for 5 metres.	Show the ability to lie on back and use legs one after the other.
6. Move through the water 5 metres on the front using front paddle action.	Show the ability to use the arms alternately while moving forwards.
7. Complete a 360 turntable with feet off pool floor.	Turn completely around with feet off the floor.
8. Roll from front to back and then stand up.	Show the ability to turn over and then stand up again or obtain a vertical position if in deep water.
9. Jump into the water from poolside with hand support from carer.	Show the ability to enter the water from a standing position with assistance.
10. Tread water action with legs on woggle - (seahorses).	Sit on woggle in a vertical position with legs either side. Push downwards with feet.
Stanley 4 - Learning Outcomes	
Stanley 4 - Assessment Standards	
1. Answer 2 questions on poolside safety.	Be able to answer 2 questions on poolside safety.
2. Swim 5 metres front paddle, tuck and roll onto back, swim 5 metres on back.	Show the ability to roll from front to back by pulling legs under and through.
3. Hold the rail, trough or poolside, bob up and down and submerge the face 4 times exhaling underwater.	Show the ability to submerge the whole face. Visible bubbles.
4. Pick up an object from below the water surface.	Show the ability to go under the water and retrieve an object.



5. Perform 2 float positions.	Show two different float positions.
6. Push and glide on front and roll onto back.	Show a flat position and the ability to roll over.
7. Tread water action with arms and legs.	Press water downwards using arms and legs.
8. Attempt a circular action of either arms or legs.	Move either arms or legs in a circular motion.
9. Jump into pool safely unaided.	Show the ability to enter the water from a safe standing position on poolside.
10. Climb out of pool safely unaided.	Make an unassisted, safe exit from the pool.
Stanley 5 - Learning Outcomes	Stanley 5 - Assessment Standards
1. Answer 2 questions on poolside rules.	Successfully answer 2 questions on poolside rules.
2. Swim 2 metres front paddle or back paddle.	Show the ability to move the limbs in an alternating action.
3. Hold 3 different types of floating positions for 3 seconds each.	Show 3 different float positions. Hold each one for a count of 3.
4. Hold the rail, trough or poolside and breathe rhythmically 4 cycles.	Show the ability to breath with a regular pattern.
5. Jump in from poolside, turn and swim back to support at wall, climb out safely.	Show the ability to enter the water safely, swim and return to poolside and exit water safely.
6. Tread water (may be in a spinning action).	Show the ability to keep mouth above water in a vertical position.
7. Perform a push and glide on the front, keeping the face in the water and blowing bubbles.	Show a flat position with face in water. Visible bubbles.
8. Retrieve an object from bottom of pool.	Show the ability to submerge and retrieve an object from the pool floor.
9. Demonstrate Front crawl arm action.	Show front crawl arm action.
10. Demonstrate Back crawl arm action.	Show back crawl arm action.
Stanley 6 - Learning Outcomes	Stanley 6 - Assessment Standards
1. Answer 2 water safety questions.	Successfully answer 2 questions on water safety.
2. Push and glide on front with arms stretched, face in water.	Show the ability to hold a stretched position with arms and legs, whole face in water.
3. Swim through a submerged hoop.	Show the ability to swim under water through a hoop.
4. Swim 3 metres using a breaststroke type leg action, holding 2 floats or woggle.	Show the ability to move legs in a circular pattern.
5. Swim 2 metres on the front and 2 metres back paddle with a smooth transition in between.	Show the ability to roll from front to back without stopping.
6. Star or pencil jump into the pool, tread water then return to poolside.	Show the ability to enter the water with a jump, keep the mouth clear of the water before returning to poolside.
7. Hold side of pool; push off on side under water.	Show the ability to push off while lying on side of body.
8. Swim on front, tuck up and return swimming on back.	Show the ability to change from front to back by tucking up legs and pulling them through.
9. Swim 5 metres either Front crawl or Backstroke.	Show the ability to swim either front crawl or backstroke.
10. Using a woggle scull forwards, backwards or in a circle.	Show the ability to move through the water by sculling. Legs should be still.
Stanley 7 - Learning Outcomes	Stanley 7 - Assessment Standards
1. Answer 3 water safety questions.	Successfully answer 3 questions on water safety.
2. Perform a star float, slowly change to a narrow float and return to a star float on either front or back.	Show the ability to change shape from a wide shape to a narrow shape and then back to a wide shape.
3. Push and glide on back with arms stretched then roll onto front.	Show the ability to hold a long stretched shape on back and then roll over.
4. Swim 2 metres dolphin leg kick on the front or back.	Show the ability to move legs in a dolphin action.
5. Tread water for 10 seconds.	Hold a vertical position with mouth clear of water.
6. Swim 5 metres using a frog breaststroke type action of the arms and legs.	Show the ability to move the legs in a breaststroke type action that is recognisable as breaststroke.
7. Swim 10 meters front crawl confidently, attempting side breathing.	Show confident front crawl while turning head to side to breathe.
8. Swim 10 meters back crawl confidently.	Show confidence in swimming back crawl.
9. Swim through a submerged hoop and retrieve an object.	Show the ability to submerge and swim through a hoop and retrieve a sunken object.
10. Scull headfirst using arms only.	Show the ability to scull. Legs should be still.



Octopus 1 - Learning Outcomes	Octopus 1 - Assessment Standards
1. Answer 2 water safety questions.	Successfully answer 2 simple questions about pool safety and hygiene.
2. Enter the pool safely and unassisted, using the steps.	Vertical ladder - walking down backwards. Angled flight - walking forwards.
3. Walk, hop, skip or jump for 5 metres in the water.	Competently moving around in shallow water.
4. Return to a standing position from a star float on the front.	Competently regain feet.
5. Return to a standing position from a star float on the back.	Competently regain feet.
6. Perform back paddle for 5 metres.	Alternating leg action and sculling arm action.
7. Perform front paddle for 5 metres.	Alternating arm and leg action.
8. Blow bubbles in water.	Mouth in water.
9. Blow floating objects for a distance of 3 metres.	Mouth in water.
10. Exit the pool safely and unassisted.	Walking forwards up steps.
Octopus 2 - Learning Outcomes	Octopus 2 - Assessment Standards
1. Answer 2 water safety questions.	Successfully answer two simple questions about pool safety and hygiene.
2. Enter the pool safely.	Vertical ladder - walking down backwards. Angled flight - walking forwards.
3. Push and glide on the front and on the back.	Push from wall, floating positions to be held briefly.
4. Hold the side of the pool, bob up and down getting the face wet and exhaling under the water.	Face in the water, exhaled bubbles visible.
5. Hold a float(s) and swim 3 metres using an alternating leg kick on the front.	Feet just breaking the surface.
6. Hold a float(s) and swim 3 metres using an alternating leg kick on the back.	Feet just breaking the surface.
7. Hold a float(s) and swim 3 metres using a simultaneous leg kick on back.	Circular movement.
8. Standing in shallow water, perform front crawl, back stroke and breaststroke arm action.	Front crawl - alternating and continuous, recovering over the water. Back crawl - straight arms, alternating and continuous. Breaststroke - simultaneous and circular.
9. Perform a floating position without the use of aids.	Front float - face in the water, body motionless. Back float - ears in the water, body motionless.
10. Rotate 360° in a tucked position with both feet off the pool bottom and keeping the face clear of the water.	Sitting position and turning in horizontal plane.
11. Swim 2 metres without the use of aids and climb out of the pool safely.	Using any stroke or paddle.
Octopus 3 - Learning Outcomes	Octopus 3 - Assessment Standards
1. Answer 2 water safety questions.	Successfully answer two simple questions about pool safety and hygiene.
2. Perform a sit and swivel entry.	Lower down slowly, controlled safe entry.
3. Push and glide on the front and swim 2 metres.	Hold glide briefly, use any stroke or paddle.
4. Push and glide on the back and swim 2 metres backstroke.	Hold glide briefly, straight arms, alternating and continuous action, recovering over the water.
5. Swim on the front for 5 metres.	Using any stroke or paddle.
6. Swim on the back for 5 metres.	Using any stroke or paddle.
7. Fully submerge beneath the surface.	Briefly show completely submerged position.
8. Hold the rail and breathe rhythmically for 6 cycles.	Exhale into the water, turning or lifting the head to inhale.
9. Scull headfirst for 3 metres.	Continuous hand action on back, no kicking.
10. Identify objects under water.	Eyes open, face in the water.
11. Perform a mushroom float.	Face in the water, with hands holding tucked legs.
Goldfish 1 - Learning Outcomes	Goldfish 1 - Assessment Standards
1. Answer 2 water safety questions.	Successfully answer two simple questions relevant to the principles of the ROSPA Water Safety Code.
2. Perform a step in entry.	Safely step forward and bend the knees on landing.
3. Push and glide and hold the glide for 5 seconds.	Head between extended arms, hands together, legs together, no kicking.

4. Pick up an object with both hands from the bottom of the pool from a depth of approximately 1 metre.	Must use two hands and retrieve from a depth of 0.9m - 1m.
5. Hold a float(s) and swim 5 metres, legs only, in each of the following: back crawl, breaststroke and front crawl.	Back crawl - alternating kick, just breaking the surface. Breaststroke - simultaneous, circular leg kick. Front crawl - alternating kick, just breaking the surface.
6. Swim 10 metres of a recognised stroke.	Front crawl - alternating arm and leg action from arms recovering over the water. Back crawl - straight arms, alternating and continuous. Breaststroke - simultaneous and circular arms and legs.
7. Perform a push and glide to the bottom of the pool and glide to the surface.	Head between extended arms, hands together, legs together, no kicking.
8. Swim 3 metres dolphin leg kick on front or back.	Simultaneous up and down leg action.
Goldfish 2 - Learning Outcomes	
Goldfish 2 - Assessment Standards	
1. Answer 2 water safety questions.	Successfully answer two simple questions relevant to the principles of the ROSPA Water Safety Code.
2. Perform a back float, tuck to front float and return to a standing position.	Back float - ears in the water, body briefly motionless. Tuck - without touching the floor. Front float - face in the water, body briefly motionless.
3. Scull head first for 5 metres and feet first for 3 metres.	Hips up, legs together, no kicking, headfirst - fingers up, feet first - fingers down.
4. Push and glide on the back, tuck, rotate to the front and swim to the starting point.	Hold glide briefly, rotation without touching the floor, swim using any stroke on the front.
5. Swim 10 metres of a recognised front stroke.	Front crawl - alternating arm and leg action from arms recovering over the water. Breaststroke - simultaneous and circular arms and legs.
6. Swim 10 metres back crawl.	Straight arms, alternating and continuous.
7. Swim 5 metres of a recognised front stroke.	Front crawl - alternating arm and leg action from arms recovering over the water. Breaststroke - simultaneous and circular arms and legs.
8. Push and glide to the bottom of the pool, tuck, place feet on the bottom and spring up.	Head between extended arms, hands together, legs together, no kicking. Hands and feet must touch the floor before springing up out of the water.
9. Perform a mushroom float and hold for 3 seconds, extend to a front float and return to a standing position.	Mushroom float - face in water, hands holding tucked legs. Front float - straight body briefly motionless.
Goldfish 3 - Learning Outcomes	
Goldfish 3 - Assessment Standards	
1. Answer 2 water safety questions.	Successfully answer two simple questions relevant to the principles of the ROSPA Water Safety Code.
2. Perform 2 different types of entries and tread water for 15 seconds each time; <i>performed in shoulder deep water.</i>	Sit and swivel - lower down slowly, controlled safe entry Step in - step forward and bend the knees on landing. Tread water - Mouth clear of the water in a vertical position.
3. Swim 15 metres backstroke.	Straight arms, alternating and continuous, over the water recovery.
4. Swim 15 metres of a recognised front stroke.	Front crawl - alternating arm and leg action from arms recovering over the water. Breaststroke - simultaneous and circular arms and legs.
5. Swim 10 metres holding a float under each arm using life saving backstroke leg kick.	Simultaneous and circular movement of the legs with knees under the water.
6. Swim 5 metres dolphin leg kick on front or back.	Simultaneous up and down leg action without the use of aids
7. Push and glide on the surface, pike sharply and assume a handstand with both hands on the bottom of the pool; <i>performed in chest deep water.</i>	Bend at hips legs straight into the air. Handstand - both hands on the floor and both legs together in the air.
8. Perform a horizontal float on the back and hold for 5 seconds roll on to the front hold for 5 seconds, roll to the original back float position and hold for 5 seconds.	Straight body on front and back.
Angelfish 1 - Learning Outcomes	
Angelfish 1 - Assessment Standards	
1. Be rescued by a reaching aid.	Teacher to demonstrate the rescue.
2. Perform a straddle entry and tread water for 30	Straddle entry - keep head above the water.



seconds. If water too shallow substitute step entry and support scull.	Treading water – any leg action, hands sculling, mouth clear of the water.
3. Push and glide into a forward somersault.	Somersault – tucked rotation for a minimum of 270°.
4. Scull head first for 5 metres and feet first for 5 metres.	Hips up, legs together, no kicking, headfirst - fingers up, feet first - fingers down.
5. Swim 15 metres of a recognised front stroke using correct breathing.	Front crawl – Alternating arm and leg action, arms recovering over the water, breathing to one side. Breaststroke – simultaneous and circular arm and leg action, with feet turned out.
6. Swim 10 metres of a recognised front stroke using correct breathing.	Front crawl – Alternating arm and leg action, over the water recovery, breathing to one side. Breaststroke – simultaneous and circular arm and leg action, with feet turned out.
7. Swim 15 metres back crawl.	Continuous alternating arm and leg action with little finger first on entry, straight legs, toes pointed.
8. Swim 5 metres legs only on the front, using dolphin leg kick, without aids.	Simultaneous up and down leg action.
9. Start in a crouch position in the water, spring up, pike, glide to bottom of pool then glide to surface.	Gain height from spring, be fully submerged and maintain glide to surface.
Angelfish 2 – Learning Outcomes	Angelfish 2 – Assessment Standards
1. Be rescued by catching a buoyant aid.	Teacher to demonstrate the rescue.
2. Perform a straddle entry, tread water for 30 seconds, perform a 360-degree turn in a vertical position whilst wearing a T-shirt; performed in at least chest deep water , if water too shallow substitute step entry and support scull.	Straddle entry – keep head above the water. Treading water – any leg action, sculling arm action, mouth clear of the water. 360 ° turn – in the horizontal plane.
3. Swim 5 metres perform a forward somersault and continue to swim forward for 5 metres.	Somersault – tucked 360 degree rotation in vertical plane. Swim – any recognised stroke on the front.
4. Swim 20 metres of a recognised front stroke using a correct finish.	Front crawl – alternating arm and leg action breathing to one side, one hand touch to finish. Breaststroke – Simultaneous and circular arm and leg action with feet turned out, two-handed touch to finish.
5. Swim 15 metres of a recognised front stroke using a correct touch finish.	Front crawl – alternating arm and leg action breathing to one side, one hand touch to finish. Breaststroke – Simultaneous and circular arm and leg action with feet turned out, two-handed touch to finish.
6. Swim 20 metres back crawl using a correct touch finish.	Continuous alternating arm and leg action, straight arm recovery, little finger first on entry, straight legs, toes pointed, one hand touch while on the back to finish.
7. Swim 5 metres on the back using a double arm action and dolphin leg kick.	Simultaneous up and down leg action with simultaneous straight arm action recovering over the water.
8. Start in a crouch position in the water, spring up, pike, and glide to the bottom of the pool, tuck, place both feet on the bottom of the pool and spring up; performed in chest deep water.	Gain height from spring, be fully submerged before second spring up.
9. Swim underwater for 5 breaststroke arm pulls.	Arms pull back to the thighs, body to be completely submerged.
Angelfish 3 – Learning Outcomes	Angelfish 3 – Assessment Standards
1. Be rescued by catching a rope.	Teacher to demonstrate the rescue.
2. Perform a straddle entry and tread water for 30 seconds whilst wearing a T-shirt. Remove the T-shirt and climb out unassisted. Performed in at least chest deep water , if water too shallow substitute step entry and support scull.	Straddle entry – Keep head above the water. Tread water – any leg action, sculling arm action. Remove T-shirt carefully without trapping head. Climb out – without the use of steps.
3. Perform a head first and feet first surface dive or if shallow water perform an underwater push and glide to pool floor..	Completely submerge on both surface dives
4. Scull feet first for 10 metres and head first for 10 metres.	Hips up, legs together, no kicking. Headfirst, fingers up, feet first, fingers down.
5. Swim 25 metres back crawl incorporating a correct finish.	Continuous alternating arm and leg action, straight arm recovery, little finger first on entry, straight legs, toes

	pointed, one hand touch while on the back to finish.
6. Swim 25 metres of a recognised front stroke, incorporating a correct finish.	Front crawl – alternating arm and leg action breathing to one side, one hand touch to finish. Breaststroke – Simultaneous and circular arm and leg action with feet turned out, two-handed touch to finish.
7. Swim 20 metres of recognised front stroke incorporating a correct finish.	Front crawl – alternating arm and leg action breathing to one side, one hand touch to finish. Breaststroke – Simultaneous and circular arm and leg action with feet turned out, two-handed touch to finish.
8. Swim 5 metres butterfly; <i>not suitable for under 7 year olds.</i>	Simultaneous dolphin leg action and simultaneous arm action with over the water recovery.
9. Start in a crouch position in the water, spring up, pike and glide to the bottom of the pool, place both hands on the bottom and assume a handstand; <i>performed in chest deep water.</i>	Spring up – gain height from spring. Handstand – legs out of water, straight and together, held briefly.
Shark 1 - Learning Outcomes	
Shark 1 - Assessment Standards	
1. Perform a reaching rescue.	Lay on poolside and reach out with aid using both hands, give clear instructions and bring partner safely to poolside.
2. Enter the water with a compact jump and swim 10 metres in a T-shirt, tread water for 30 seconds, remove T-shirt, and climb out. If shallow water substitute straddle jump or step entry.	Compact jump – body straight, hands across chest, legs together. Swim – using any recognised stroke on the front. Tread water – any arm and leg action. Remove T-shirt – lift from front without trapping head. Climb out – without the use of steps.
3. Swim 5 metres of a recognised front stroke, perform a head first surface dive and swim 5 metres underwater.	From a horizontal swimming position, completely submerge headfirst, legs together before swimming forward, remaining completely submerged underwater.
4. Swim 5 metres of a recognised front stroke, perform a feet first surface dive, tuck and swim 5 metres underwater.	Swim and stop, rotate to a vertical position, completely submerge before swimming forward, remaining completely submerged underwater.
5. Swim 50 metres of a recognised front stroke.	Front crawl – alternating arm and leg action breathing to one side, one hand touch to finish. Breaststroke – Simultaneous and circular arm and leg action with feet turned out, two-handed touch to finish.
6. Swim 25 metres of a recognised front stroke.	Front crawl – alternating arm and leg action breathing to one side. Breaststroke – Simultaneous and circular arm and leg action, two-handed touch.
7. Swim 25 metres Old English backstroke.	Simultaneous arm action and leg action, with an over the water recovery.
8. Swim 25 metres front crawl demonstrating bilateral breathing.	Alternating arm and leg action, over the water recovery, breathing either every 3 rd or 5 th stroke.
9. Perform a kneeling dive; <i>depth of water permitting</i> or if shallow water perform underwater push and glide for 5 metres.	Hands clasped together, head between straight arms, one knee on edge, toes of other foot grip edge, push out not down, body to submerge just beneath the surface.
Shark 2 - Learning Outcomes	
Shark 2 - Assessment Standards	
1. Throw a buoyant aid 3 metres to a target point in the pool.	Aid to land within an arms length of target.
2. Enter the water with a star jump, swim 10 metres of a recognised stroke, tread water for 1 minute, swim 5 metres of a recognised stroke, surface dive, swim 3 metres under water, surface, climb out of the pool unassisted. If shallow water substitute straddle jump or step entry.	Continuous sequence, the recognised stroke must comply with the relevant standard, underwater swimming the body must be completely submerged.
3. Swim 75 metres during which the pupil performs two recognised strokes with a smooth transition and the correct turns.	Each stroke must be swum according to the rules for that stroke, including the start and finish.
4. Swim 25 metres using a recognised stroke not undertaken in the 75 metre swim.	The swim must comply with the relevant rules for that stroke, including the start and finish.
5. Wearing a T-shirt and shorts, swim 20 metres sidestroke.	Swim on the side with alternating arm action and scissor leg action.



6. Perform a plunge dive: <i>depth of water permitting</i> or if shallow water perform submerge and swim width of pool or 7 metres..	Toes grip edge, arms swing to stretched position, body to submerge just beneath the surface.
7. Swim 4 x 1 width individual medley incorporating the appropriate transition procedure at the end of each stroke.	In compliance with FINA rules for competitive swimming.
Shark 3 - Learning Outcomes	Shark 3 - Assessment Standards
1. Throw a rope over 5 metres.	Maintain control of one end, rope to land within an arms length of target.
2. Dive or straddle jump in wearing a T-shirt and shorts, swim 25 metres in a recognised stroke, tread water for 1 minute, tread water or scull support for 1 minute waving one arm, surface dive, swim 5 metres underwater, surface and remove clothing; <i>depth of water permitting</i> .	Continuous sequence, the recognised stroke must comply with the relevant standard, underwater swimming the body must be completely submerged, removing clothing safely without trapping head.
3. Swim 100 metres of a recognised stroke on the front, incorporating the appropriate start, turns, & finish; <i>pupil's choice</i> .	In compliance with FINA rules for competitive swimming.
4. Swim 50 metres of a recognised front stroke, incorporating the appropriate start, turns and finish; <i>pupil's 2nd choice</i> .	In compliance with FINA rules for competitive swimming.
5. Swim 100 metres back crawl incorporating the appropriate start, turns and finish.	In compliance with FINA rules for competitive swimming.
6. Swim 25 metres of a fourth recognised stroke not undertaken in the other tests.	In compliance with FINA rules for competitive swimming.
7. Swim 4 x 1 length individual medley incorporating the appropriate transition procedure at the end of each stroke.	In compliance with FINA rules for competitive swimming.
8. Perform a competitive start for two recognised strokes using two different stances that are legal for depth of water available.	In compliance with FINA rules for competitive swimming.
Bronze Swimmer - Learning Outcomes	Bronze Swimmer - Assessment Standards
1. Swim 200 metres within 6 minutes using a recognised competition stroke.	In compliance with FINA rules for competitive swimming.
2. Swim 50 metres in 70 seconds.	In compliance with FINA rules for competitive swimming.
3. Swim 6 widths performing front and back tumble turns.	In compliance with FINA rules for competitive swimming.
4. Swim 3 widths breaststroke performing two-handed turns and a finish.	In compliance with FINA rules for competitive swimming.
5. Swim 3 widths butterfly performing two-handed turns and a finish.	In compliance with FINA rules for competitive swimming.
6. Swim 4 x 3 widths individual medley.	In compliance with FINA rules for competitive swimming.
7. Perform a front and a back somersault.	In a tucked position.
8. Scull 15 metres head first and 15 metres feet first.	Hips up, legs together, no kicking; headfirst - fingers up, feet first - fingers down.
9. Tread water using eggbeater leg action for 1 minute.	Alternating breaststroke leg action.
10. Swim 25 metres polo crawl with a ball showing control keeping the ball just in front of the head OR synchronising with a partner, swim 10 metres breaststroke and 10 metres backstroke.	Head up, ball controlled between arms. Swimming together with synchronised arm and leg movement.
Silver Swimmer - Learning Outcomes	Silver Swimmer - Assessment Standards
1. Swim 400 metres within 10 minutes using a recognised competition stroke.	In compliance with FINA rules for competitive swimming.
2. Swim 100 metres in 2 minutes.	In compliance with FINA rules for competitive swimming.
3. Swim 4 x 50 metre individual medley.	In compliance with FINA rules for competitive swimming.
4. Perform a tucked back somersault starting and	Layout - horizontal flat position.

finishing with a back layout.	Somersault – rotate 360 °.
5. Perform a tucked front somersault starting and finishing with a front layout.	Layout – horizontal flat position. Somersault – rotate 540°.
6. Scull 15 metres head first, support scull for 5 seconds and return 15 metres feet first.	Horizontal flat position, legs together, toes pointed. Support scull – maintain stationary position.
7. Tread water using eggbeater leg action for 90 seconds (45 seconds x two directions).	Mouth clear of the water in a vertical position, using alternating breaststroke leg action, rotates 180° after 45 seconds.
8. Tread water, catch a ball, swim 25 metres polo crawl showing three changes in direction then pass the ball to another person. OR synchronise with a partner, swim 10 metres front crawl, change direction and swim 10 metres backstroke, change direction and swim 10 metres breaststroke.	Maintain mouth clear of the water in a vertical position; head up front crawl, keeping the ball in front of the face while swimming. Continuous sequence, maintaining synchronised movements with partner.
9. Swim 10 metres underwater in the prone position from a front push and glide.	Body completely submerged.
10. Swim 10 metres underwater in the supine position from a back push and glide.	Body completely submerged
Gold Swimmer – Learning Outcomes	Gold Swimmer – Assessment Standards
1. Swim 400 metres within 8 minutes using a recognised competition stroke.	In compliance with FINA rules for competitive swimming.
2. Swim 100 metres in 90 seconds.	In compliance with FINA rules for competitive swimming.
3. Swim 4 x 50 metres individual medley within 5 minutes.	In compliance with FINA rules for competitive swimming.
4. Perform 2 tucked back somersaults starting and finishing with a back layout.	Layout – horizontal flat position. Somersaults – rotate 720°.
5. Perform 2 tucked front somersaults starting and finishing with a front layout.	Layout – horizontal flat position. Somersaults – rotate 720°.
6. Scull 25 metres head first standard scull, support scull for 10 seconds and return reverse scull for 25 metres feet first.	Horizontal flat position, legs together, toes pointed. Support scull – maintain stationary position.
7. Tread water using the eggbeater leg action for 2 minutes (30 seconds x four directions).	Mouth clear of the water in a vertical position, using alternating breaststroke leg action, rotate 90° every 30 seconds.
8. Tread water, catch a ball, rotate 360°, swim 50 metres polo crawl passing and receiving the ball on four occasions during the swim. OR synchronise with a partner, swim 5 metres breaststroke, surface dive and swim 5 metres breaststroke underwater. Resurface and swim 10 metres front crawl, change direction, standard scull 10 metres, change direction, reverse scull 10 metres, feet first surface dive and swim 5 metres breaststroke underwater, resurface and swim 5 metres breaststroke.	Maintain mouth clear of the water in a vertical position; head up front crawl, keeping the ball in front of the face while swimming, catching it when passed to. Continuous sequence, maintaining synchronised movements with partner.
9. Swim 15 metres underwater in the prone position from a front push and glide.	Body completely submerged.
10. Swim 15 metres underwater in the supine position from a back push and glide.	Body completely submerged.
Bronze Water Safety Skills – Learning Outcomes	Bronze Water Safety Skills – Assessment Standards
1. Perform a safe entry, wearing T-shirt and shorts, swim 100 metres on the front, collect a buoyant aid and show the HELP position for 1 minute then swim 50 metres with the aid and climb out unassisted.	Continuous sequence in T-shirt and shorts. Swim – any recognised stroke complying with the relevant standard. HELP position to be motionless for 1 minute. Swim with aid – must remain in contact with aid for 50m.
2. Tread water for 3 minutes wearing T-shirt and shorts.	Mouth clear of the water in a vertical position.
3. Float in a supine position for 1 minute wearing T-shirt and shorts.	Maintaining a motionless position for 1 minute.



4. Perform a feet first surface dive wearing T-shirt and shorts and swim 5 metres underwater.	From a vertical position be completely submerged before swimming forward, remaining completely submerged underwater.
5. Perform a headfirst surface dive wearing T-shirt and shorts and swim 5 metres underwater.	From a horizontal position, completely submerge headfirst, legs together before swimming forward, remaining completely submerged underwater.
6. Swim sidestroke for 15 metres.	On the side with alternating arm action and scissor leg action.
7. Simulate the actions of a weak swimmer.	Body at 45°, non-progressive front paddle actions, shouting for help.
8. Perform a reaching rescue using an appropriate aid.	Lay flat or kneel down, give clear appropriate instructions, bring partner safely to poolside.
9. Perform a throwing rescue over 8 metres using an appropriate buoyant aid.	Give clear appropriate instructions, throw an appropriate aid to a partner, instruct to kick to the side and climb out.
10. Explain 3 safety rules at the swimming pool.	Simple explanations demonstrating an understanding of the rule, such as - No Running - "you may slip over and injure yourself".
Silver Water Safety Skills - Learning Outcomes	Silver Water Safety Skills - Assessment Standards
1. Perform a safe entry wearing T-shirt and shorts, swim 200 metres on the front, tread water for 3 minutes, collect a buoyant aid and show the Huddle position for 2 minutes then swim 100 metres with the aid and climb out unassisted.	Continuous sequence in T-shirt and shorts. Swim - any recognised stroke complying with the relevant standard. Treading water - mouth clear of the water in a vertical position. Huddle position to be motionless for 2 minutes. Swim with aid - must remain in contact with aid for 100m.
2. Tread water for 2 minutes wearing T-shirt, long sleeved jumper or sweatshirt and shorts.	Mouth clear of the water in a vertical position.
3. Float in a supine position for 1 minute wearing T-shirt, long sleeved jumper or sweatshirt and shorts.	Maintaining a motionless position for 1 minute.
4. Perform a feet first and a head first surface dive wearing T-shirt, long sleeved jumper or sweatshirt and shorts.	Feet first - from a vertical position be completely submerged. Headfirst - from a horizontal position, completely submerge headfirst, with legs together.
5. Swim 10 metres lifesaving backstroke and 20 metres sidestroke.	LS backstroke - simultaneous, circular leg action with knees under the water. Sidestroke - on the side with alternating arm action and scissor leg action.
6. Simulate the actions of an injured swimmer with head injury and then with an arm injury.	Head injury - body vertical, holding head, groaning. Arm injury - body vertical, holding arm, shouting for help indicating they are in pain.
7. Perform a throwing rescue over 8 metres using an appropriate rope.	Give clear appropriate instructions, coil then throw the rope to a partner, bring safely to the side and instruct to climb out.
8. Wade 5 metres to rescue an injured swimmer using an appropriate buoyant aid.	Give clear appropriate instructions, slide-in entry, keep a safe distance, bring partner safely to the side and instruct to climb out.
9. Explain the HELP and Huddle position and when and why they would be used.	Simple explanations demonstrating an understanding of these relevance.
Gold Water Safety Skills - Learning Outcomes	Gold Water Safety Skills - Assessment Standards
1. Swim 200 metres wearing T-shirt, long sleeved jumper or sweat shirt and long trousers or tracksuit bottoms, tread water for 2 minutes waving one arm to attract attention and 2 minutes normally, collect a buoyant aid show the HELP position for 1 minute and the Huddle for 2 minutes then swim 200 metres with the aid and climb out unassisted.	Continuous sequence. Swim - any recognised stroke complying with the relevant standard. Treading water - mouth clear of the water in a vertical position, arm waving, straight arm extended sideways to vertical by head. HELP and Huddle positions to be motionless. Swim with aid - must remain in contact with aid for 200m.
2. Perform a feet first surface dive and swim 5 metres underwater wearing T-shirt, long sleeved jumper or sweatshirt and long trousers or tracksuit bottoms.	From a vertical position be completely submerged before swimming forward, remaining completely submerged underwater.

3. Perform a head first surface dive and swim 5 metres underwater wearing T-shirt, long sleeved jumper or sweatshirt and long trousers or tracksuit bottoms.	From a horizontal position, completely submerge headfirst, legs together before swimming forward, remaining completely submerged underwater.
4. Remove the long sleeved jumper or sweat shirt and the long trousers or tracksuit bottoms while in deep water.	Remove trousers by pushing down and kicking off, then jumper, removing arms first, rolling up to neck, from front lifting over face, without trapping head.
5. Swim 25 metres lifesaving backstroke.	Simultaneous, circular leg action with knees under the water.
6. Swim 25 metres sidestroke leading with the right arm and 25 metres sidestroke leading with the left arm.	On the side with alternating arm action and scissor leg action.
7. Simulate a weak swimmer becoming tired and then unresponsive.	Body at 45°, non-progressive front paddle actions, slowing to a face down floating position.
8. Rescue a co-operative weak swimmer, 10 metres away, using a buoyant aid. Keeping a safe distance pass the aid and accompany them back 10 metres to safety, assist them out onto the poolside.	Give clear appropriate instructions, slide-in entry, keep a safe distance, accompany partner safely to the side and assist them out by the stirrup method.
9. Rescue a tired swimmer becoming unresponsive, 15 metres away, using a buoyant aid. Push the aid towards them and instructing them to grasp it, tow them back 15 metres to safety, assist them out onto the poolside.	Give clear appropriate instructions, slide-in entry, keep a safe distance, bring partner safely to the side and assist them out by the stirrup method.
10. Explain 3 methods you could use to help if you discovered somebody in difficulty in the water.	Simple explanations demonstrating an understanding of there relevance.
Platinum Award - Learning Outcomes	Platinum Award - Assessment Standards
1. Swim 400 metres wearing T-shirt, long sleeved jumper or sweat shirt and long trousers or tracksuit bottoms, tread water for 3 minutes waving one arm to attract attention and 2 minutes normally, collect a buoyant aid and show the HELP position for 3 minutes then swim 200 metres with the aid within 5 minutes and climb out unassisted.	Continuous sequence. Swim - any recognised stroke complying with the relevant standard. Treading water - mouth clear of the water in a vertical position, arm waving, straight arm extended sideways to vertical by head. HELP and Huddle positions to be motionless. Swim with aid - must remain in contact with aid for 200m.
2. Perform a feet first surface dive wearing T-shirt, long sleeved jumper or sweatshirt and long trousers or tracksuit bottoms and swim 10 metres underwater.	From a vertical position be completely submerged before swimming forward, remaining completely submerged underwater.
3. Perform a head first surface dive wearing T-shirt, long sleeved jumper or sweatshirt and long trousers or tracksuit bottoms and swim 10 metres underwater.	From a horizontal position, completely submerge headfirst, legs together before swimming forward, remaining completely submerged underwater.
4. Swim 100 metres in 75 seconds.	Using any recognised stroke complying with the relevant standard.
5. Swim 4 x 50 metres individual medley within 4 minutes.	In compliance with FINA rules for competitive swimming.
6. Swim 25 metres using an eggbeater leg action.	Alternating breaststroke leg action, unassisted by arm action.
7. Rescue a face down unresponsive casualty 15 metres away, using a buoyant aid, bring to shallow water and on discovering the casualty is breathing, attract assistance and direct the team in landing and placing the casualty in the recovery position and explain what you would do next.	Safe entry, show safe, effective and competent handling of the casualty. Give clear and appropriate instructions. Explain casualty care, obtaining emergency assistance and recording information.
8. Rescue and stabilise a suspected cervical spinal injury who is face down in shallow water using either an aid or an assistant; <i>standing depth</i> .	Give clear appropriate instructions, slide-in entry, safe, effective and competent handling of the casualty.
9. Tread water while passing and receiving a ball with a partner or group, keeping the ball above the water continuously for 3 minutes.	Maintain mouth clear of the water in a vertical position; on receiving the ball pass it immediately.

OR synchronise with 2 other swimmers perform a safe entry, submerge, swim 5 metres underwater breaststroke, resurface by rotating backwards into a back layout, perform a back somersault finishing in a tub, rotate 360° and hold for 10 seconds, perform a bent knee to ballet leg hold for 5 seconds return to bent knee and back layout, torpedo scull for 5 metres.	Must be a continuous sequence, maintaining synchronised movements as a group.
10. Explain the four links in the 'Chain of Survival' from the guidelines for Basic Life Support.	Simple understanding of 'Early access, early CPR, early defibrillation and early advanced cardiac life support.'
Kingfisher 1 - Learning Outcomes	Kingfisher 1 - Assessment Standards
1. Submerge in chest deep water and recover an object from the bottom of the pool using both hands.	Suitable objects - diving rings, dive sticks or diving toys. The object must be recovered with both hands.
2. Push and glide on the surface and hold the streamlined position for 5 seconds.	Head between extended arms, hands together, legs together, no kicking.
3. Push and glide to the bottom of the pool, glide up holding a streamlined position.	Head between extended arms, hands clasped together, legs together, no kicking. Action ends when hands reach the surface of the water.
4. Push and glide to the bottom of the pool, tuck, place feet on the pool bottom and jump up.	Head between extended arms, hands together, legs together, no kicking. Both hands and feet must touch the floor before springing up.
5. Push away from the side of the pool into a handstand.	Both hands on the floor of the pool, legs straight and together in the air.
6. Push and glide on the surface, pike at hips into a handstand and remain in a stable position for 3 seconds.	Pike at hips - trunk and legs at right angles, both hands on the floor, legs straight and together and vertical in the air.
Kingfisher 2 - Learning Outcomes	Kingfisher 2 - Assessment Standards
1. Crouch, spring up, then submerge to recover an object from the bottom of the pool.	Suitable objects - diving rings, dive sticks or diving toys. Head squeezed between the arms, pushing the hips out of the water pike and glide to the bottom; the object must be recovered with both hands.
2. Crouch, spring upwards into a glide on the surface in the prone position.	Head between extended arms, hands clasped together, knees bent, push hips upwards; hold the glide on the front.
3. Crouch, spring upwards, then submerge to the bottom of the pool and glide up.	Head between extended arms, hands clasped together, knees bent, push hips upwards, gain height then glide to the bottom and glide up. Action is not complete until the hands reach the surface of the water, no kicking.
4. Crouch, spring upwards, then submerge to the bottom of the pool; tuck, place both feet on the floor and spring up.	Head between extended arms, hands clasped together, knees bent, push hips upwards; both hands and feet must touch the floor before the spring up.
5. Crouch, spring upwards and forwards into a handstand; hold in a stable upright position for 3 seconds.	Head between extended arms, hands clasped together, knees bent, push hips upwards; both hands on the floor, legs together straight and vertical in the air.
6. Crouch, spring upwards and backwards into a back glide on the surface.	Head between extended arms, hands clasped together, back arched, knees bent, push hips upwards and backwards; during the spring arch backwards into the glide.
7. Perform a backstroke start from the side of the pool.	Holding the side rail or trough with both hands, both feet on the wall, arch the body in flight and hold the glide underwater for up to 15 metres.
Kingfisher 3 - Learning Outcomes	Kingfisher 3 - Assessment Standards
1. Perform a sitting dive.	Feet firmly placed on step, trough or rail, hands clasped together, head between straight arms, push out not down, body to submerge just beneath the surface.
2. Perform a kneeling dive.	Hands clasped together, head between straight arms, one knee on edge, toes of other foot grip edge, push out not down, body to submerge just beneath the surface.
3. Perform a squat dive.	Toes of one foot grip the edge, the toes of the other foot are slightly back, hips and knees bent, push out not down,

	body to submerge just beneath the surface.
4. Perform a crouch dive.	Toes of both feet grip edge, hands clasped together, head between straight arms, hips and knees bent, push out not down, body to submerge just beneath the surface.
5. Perform a lunge dive.	Toes of one foot grip the edge, the other foot is about 0.5 metres back, hands clasped together, head between straight arms, hips and knees slightly bent, push out not down, body to submerge just beneath the surface.
6. Perform a plunge dive.	Toes of both feet grip edge, arms swing to stretched position for flight, body to submerge just beneath the surface.
7. Perform a racing dive with transition into a prone stroke.	In compliance with FINA rules for competitive swimming.
Seal 1 - Learning Outcomes	Seal 1 - Assessment Standards
1. Perform a straddle entry from the poolside.	Keep the head above the water.
2. Swim 50 metres.	Any recognised stroke on the front or side, complying with the relevant standard.
3. Tread water for 3 minutes.	Any leg action, sculling arm action, mouth clear of the water.
4. Swim 100 metres.	Any recognised stroke on the front, complying with the relevant standard.
5. Find a floatable object in deep water and adopt the H.E.L.P. position for 2 minutes.	Floating object – float/kickboard, ball, plastic container or similar. H.E.L.P – Head out of the water, elbows tucked to the sides and arms across the chest, legs together.
6. Climb out of the pool from deep water without assistance.	Exit over the side of the pool not up the steps.
Seal 2 - Learning Outcomes	Seal 2 - Assessment Standards
1. Perform a straddle entry from the poolside.	Keep the head above the water.
2. Swim 100 metres in less than 4 minutes.	Any recognised stroke on the front or side, complying with the relevant standard.
3. Perform a feet first surface dive.	From a vertical position be completely submerged before swimming forward.
4. Tread water for 1 minute waving one arm above the water to attract attention.	Any leg action, scull with one arm, the other arm must be out of the water, mouth clear of the water.
5. Tread water for 3 minutes.	Any leg action, sculling arm action, mouth clear of the water.
6. Swim 200 metres stop and rest for 2 minutes by either floating or treading water then swim a further 200 metres.	Both swims using any recognised stroke on the front or side, complying with the relevant standard. The poolside or pool floor must not be touched during the rest period.
7. Climb out of pool from deep water without assistance.	Exit over the side of the pool not up the steps.
Seal 3 - Learning Outcomes	Seal 3 - Assessment Standards
1. Perform a straddle entry from the poolside.	Keep the head above the water.
2. Swim 100 metres in less than 4 minutes.	Any recognised stroke on the front or side, complying with the relevant standard.
3. Tread water for 2 minutes.	Any leg action, sculling arm action, mouth clear of the water.
4. Tread water for 2 minutes waving one arm above the water to attract attention.	Any leg action, sculling with one arm, the other arm must be clear of the water, mouth clear of the water, it is permissible to change arm once.
5. Remove jumper or sweatshirt.	Removal without assistance or holding the side of the pool. Remove arms first, roll or gather up to neck, lift from front over the head.
6. Swim 800 metres in less than 30 minutes; during the swim perform a feet first surface dive and a head first surface dive.	Swim any recognised stroke on the front or side, complying with the relevant standard. Completely submerge the body for both surface dives.
7. Climb out of the pool from the deep end without assistance.	Exit over the side of the pool not up the steps.



Seal 4 - Learning Outcomes	Seal 4 - Assessment Standards
1. Perform a straddle entry from the poolside.	Keep the head above the water.
2. Swim 100 metres in less than 2½ minutes.	Any recognised stroke on the front or side, complying with the relevant standard.
3. Remove footwear and tread water for 2 minutes; simulating cramp in one leg, massage the affected leg with a free hand.	Lever off the shoes with the feet. Tread water - One leg kicking, one arm sculling other hand massaging leg with the simulated cramp.
4. Tread water for 5 minutes.	Any leg action, any arm action, mouth clear of the water.
5. Swim 500 metres in less than 15 minutes.	Any recognised stroke on the front or side, complying with the relevant standard.
6. Tread water for 2 minutes waving one arm above the water to attract attention.	Any leg action, one arm sculling other arm clear of the water, mouth clear of the water, it is permissible to change arm once.
7. Find a floating object and then remove an article of clothing.	Floating object - float/kickboard, ball, plastic container or similar. Removal of clothing - trousers by pushing down and kicking off, or jumper, removing arms first, rolling up to neck, from front lifting over face, without trapping head.
8. Swim with the floating object for 100 metres, resting twice in the H.E.L.P. position for 2 minutes each time.	Remain in contact with the aid throughout the swim. Swim any recognised stroke on the front or side, complying with the relevant standard. H.E.L.P - Head out of the water, elbows tucked to the sides and arms across the chest, legs together.
9. Climb out of the pool in deep water without assistance.	Exit over the side of the pool not up the steps.
Beaver 1 - Learning Outcomes	Beaver 1 - Assessment Standards
1. Float in a vertical position without using the legs for 10 seconds.	Keep the mouth clear of the water.
2. Start in a supine horizontal float position, hold for 10 seconds, transfer to a vertical float and hold for 5 seconds, return to the supine horizontal float and hold for a further 10 seconds.	Back float - flat, legs together, ears in water. Vertical float - mouth clear of the water. Using a hand sculling action for transition between positions.
3. Support scull in a sitting tuck position, with the back vertical for 10 seconds.	Flat scull - no forward or backwards movement. Tuck position - knees to chest, toes pointed.
4. Push and glide in the prone position through a submerged hoop 3 metres from the poolside.	Head between extended arms, hands together, legs together, no kicking.
5. Perform a mushroom float and maintain the position for 10 seconds.	Face in the water, hands holding tucked legs around the shins.
6. Perform a push and glide and swim through a submerged hoop.	Push and glide - head between extended arms, hands together, legs together. Swim through hoop - body completely submerged, breaststroke arm action, pupil's choice of leg action.
7. Perform a feet first surface dive, tuck and swim through a hoop submerged in water a minimum of 1.3 metres deep.	Body completely submerged before the tuck and swim is attempted.
Beaver 2 - Learning Outcomes	Beaver 2 - Assessment Standards
1. Whilst treading water perform the following skills:- <ul style="list-style-type: none"> • Tread water for 1 minute • Rotate 360 degrees • Move forward for 1 metre • Move to the right for 1 metre • Move backwards for 1 metre • Move to the left for 1metre • Tread water for 1 minute 	Treading water - pupil's choice of leg action, keep mouth clear of the water. Turn a complete circle, smoothly travelling vertically forwards, right, backwards and to the left.
2. From a back floating position bring knees to chest to form a tub hold for 5 seconds, rotate 360 degrees hold for 5 seconds, return to a back float position	Back float - body flat and streamlined. Tub - knees to chest, chin level with surface, toes pointed. Smooth transition between positions.

3. Push off from the poolside into a front glide, perform a tucked forward roll on to the back and scull head first back to the starting point.	Push and glide – head between extended arms, hands together, legs together, no kicking. Forward roll – chin to chest, knees to chest, symmetrical roll. Scull head first – no kicking, hands sculling, legs together, body flat.
4. Push off from the poolside into a back glide, perform a back somersault finishing on the back and scull head first for 5 metres.	Push and glide – head between extended arms, hands together, legs together, no kicking. Back somersault – chin to chest, knees to chest, knees pulled over the head, hands scull, symmetrical roll. Scull head first – no kicking, hands sculling, legs together, body flat.
5. Perform a supine star float, maintain the position for 5 seconds then slowly convert to a pencil float, maintain this position for 5 seconds and then return to a star float.	Star float – body flat, legs and arms stretched out. Pencil float – body flat, legs together, arms by the side. Smooth transition to each position.
6. Swim Front Crawl for 1 length of the pool performing a somersault every 5 strokes.	Front crawl – Alternating and continuous leg and arm action, breathing to the side. Front Somersault – chin to chest, knees to chest, symmetrical roll.
7. Push off from the poolside into a front glide, tuck and roll backwards to a supine position and then scull feet first for 5 metres.	Push and glide – head between extended arms, hands together, legs together, no kicking. Tuck and roll – lift head, tuck knees, hands scull. Scull feet first – no kicking, hands sculling fingers down, legs together, body flat.
Beaver 3 – Learning Outcomes	Beaver 3 – Assessment Standards
1. Tread water for 3 minutes, legs only for the first minute, arms only for the second minute then using both arms and legs but changing to a different leg action for the third minute.	Treading water – keep mouth clear of the water. Legs only – pupil’s choice, arms behind the back or arms folded. Arms only – keep legs together or crossed. Different leg action – pupil’s second choice.
2. Tread water, use one arm only for the first minute whilst waving the other arm in the air. Turn 360 degrees in a clockwise direction and then in an anticlockwise direction whilst using both arms and legs. Wave both arms in the air whilst using legs only, to tread water for a further minute.	Treading water – keep mouth clear of the water, the arm/s must be clear of the water whilst waving.
3. From the poolside submerge and perform a prone push and glide remaining under water for 5 metres.	Push and glide – head between extended arms, hands together, legs together. The body must remain completely submerged, no kicking.
4. From the poolside submerge and perform a push and glide on the back remaining underwater for 5 metres.	Push and glide – head between extended arms, hands together, legs together. The body must remain completely submerged, no kicking.
5. Push and glide from the poolside in the supine position and perform a full circle backward somersault whilst keeping the legs straight.	Push and glide – head between extended arms, hands together, legs together. Somersault – rotate complete 360 degrees, back arched legs together, no kicking.
6. Swim front crawl for 5 arm pulls, rotate onto the back, swim Back Crawl for 5 arm pulls, return to the front and repeat for the length of the pool.	Front crawl and back crawl - Alternating arm and leg action with arm recovery over the water and smooth transitions.
7. Scull headfirst for 10 metres in the supine position, perform a front somersault and return to the starting position by sculling feet first.	Sculling – body straight, legs together, no kicking, head first – fingers up, feet first – fingers down. Front Somersault – chin to chest, knees to chest, symmetrical roll.
Beaver 4 – Learning Outcomes	Beaver 4 – Assessment Standards
1. Perform a standard scull (head first) for 10 metres followed by a flat stationary scull for 20 seconds and then a reverse (feet first) scull for 10 metres	Sculling – body straight, legs together, no kicking, head first – fingers up, flat stationary – hands flat figure of eight, feet first – fingers down.



2. Start from a front layout position, perform 3½ consecutive front somersaults and finish in the back layout position	Layouts – horizontal flat position. Front Somersaults – chin to chest, knees to chest, symmetrical continuous roll.
3. Start from a back layout position, bring one knee to the chest whilst holding a flat body position for 5 seconds. Return to a back layout position and then repeat the exercise with the other leg	Layouts – horizontal flat position. Knee to chest – shin parallel with the surface of the water, body straight throughout.
4. Start from a back layout position, bring both knees to the chest (tub), rotate through 360 degrees in one direction and then 360 degrees in the other direction. Return to the back layout position	Back layouts – horizontal flat position. Tub – knees to chest, chins level with surface, toes pointed. Smooth transition between positions.
5. Front Layout hold for 5 seconds with face clear of the water, tuck into Mushroom Float for 5 seconds, return to Front Layout	Front layouts – horizontal flat position. Mushroom float – face in the water with hands holding tucked legs.
6. Swim with one other person in a synchronised manner for 20 metres. Any stroke may be used but swimmers must start and finish together and each stroke executed at the same time as each other	Continuous synchronised swimming – pupil's choice of stroke.
7. Start from the back layout position raise one leg until it is straight, (ballet leg position), hold for 3 seconds whilst sculling with the hands. Return to the back layout position	Back layout – horizontal flat position. Ballet leg – leg straight and vertical with the toes pointed, the other leg should also be straight.
Beaver 5 - Learning Outcomes	Beaver 5 - Assessment Standards
1. Swim 20 metres polo crawl with a ball showing control by keeping the ball just in front of the head	Head up front crawl, the ball must be controlled within the arms.
2. Tread water, throw a ball accurately to a partner 4 metres away using only one hand. Catch the ball when it is returned again using only one hand. Repeat for 5 throws and 5 catches	Tread water continuously whilst throwing and catching the ball with one hand, on receiving the ball pass it immediately.
3. Use eggbeater leg action, travel sideways balancing a ball in one hand for 5 metres	Eggbeater – alternate breaststroke type leg action; the hand holding the ball must be out of the water.
4. Tread water, throw a ball into a ring, hoop or net situated 4 metres away. One hand only should be used when throwing	Teacher's choice of ring, hoop or net, two attempts allowed.
5. Swim 10 metres polo crawl, tread water for 10 seconds, catch a ball with one hand, swim polo crawl with the ball for 10 metres then throw it to a partner 4 metres away	Polo crawl – head up alternating arm and leg action. Tread water – mouth clear of the water. Catch the ball on first attempt, swim controlling the ball between the arms; throw the ball accurately.
6. Use eggbeater leg action, travel sideways for 5 metres, catch a ball with one hand, tread water and throw the ball into a ring, net or hoop situated 4 metres away using one hand for the throw	Eggbeater – alternating breaststroke type legs action. Travel vertically. Catch and throw the ball accurately treading water throughout, two attempts allowed.
7. Tread water, holding a ball above the water, turn 360 degrees, throw a ball to and receive from a partner no less than 4 metres away, repeat this 5 times with good accuracy.	Tread water – mouth clear of the water. Hand must be above the surface of the water, throwing and receiving must be accurate and with one hand, two attempt allowed.
Otter 1 - Learning Outcomes	Otter 1 - Assessment Standards
1. State 1 of the Aims of First Aid.	Successfully state one of the following three aims of First Aid: <ul style="list-style-type: none"> • Preserve life. • Prevent the situation from worsening. • Promote recovery.
2. Check for Dangers.	Visually look for dangers.
3. Assess Responsiveness and shout for Help.	Gently physically stimulate the casualty and ask - "Are you all right? Open your eyes", then shout for "help".
4. Open the Airway – Head tilt, Mouth check, Chin lift.	Gently tilt the head back; visually look for mouth obstructions; use fingertips to lift the chin.

5. Check for Breathing – Look, Listen and Feel.	Visually look along the chest and upper abdomen; listen at the casualty’s mouth for breath sounds; be close enough to the casualty to feel air on your cheek; take up to 10 seconds.
6. On discovering the casualty is breathing, look for bleeding and any possible broken bones.	Visually scan the casualty for any signs of bleeding and possible fractures.
7. Place the casualty in the Recovery Position.	Remove any glasses and check pockets for sharp objects; straighten the legs; move the closest arm to 90°; bring the far arm across and hold the hand; bend the furthest knee and pull on the leg to roll the casualty onto the side; adjust the leg to 90° and the hand and head to maintain the airway.
8. Explain how to contact the Emergency Services.	The explanation requires the following information: Send a bystander or phone 999 or 112; ask for the Ambulance Service; give relevant information - unresponsive breathing casualty in the recovery position; bystander to report back.
Otter 2 - Learning Outcomes	Otter 2 - Assessment Standards
1. State 2 of the Aims of First Aid.	Successfully state two of the following three aims of First Aid: <ul style="list-style-type: none"> • Preserve life. • Prevent the situation from worsening. • Promote recovery.
2. Explain simply how we breathe in and out.	The explanation requires the following information: <ul style="list-style-type: none"> • Breathing in - the diaphragm contracts moving downwards; the rib cage moves up and out; the pressure in the lungs drops and air is drawn in. • Breathing out - the muscles relax and the rib cage sinks down and in; the diaphragm relaxes and expands; the lungs become smaller increasing the pressure and forcing the air out of the lungs.
3. Explain how to recognise a choking casualty.	The explanation requires the following information: <ul style="list-style-type: none"> • Poor air exchange - the casualty will have a weak ineffective cough, high-pitched noise while inhaling and increased respiratory difficulty, with possible cyanosis. • Complete airway obstruction - the casualty will be unable to speak breathe or cough, usually clutching their neck and will eventually become unresponsive.
4. State the sequence to relieve a choking casualty.	The explanation requires the following information: <ul style="list-style-type: none"> • Ask the casualty “are you choking?” - if they can speak - encourage to cough. • Remove any obvious material from the mouth. • Give up to five back slaps/blows. • Give up to five abdominal thrusts. • Recheck the mouth. • Alternate five back slaps/blows with abdominal thrusts for up to three cycles. • If the obstruction is still not cleared summon the Emergency Medical Services. • Continue the cycle of back slaps/blows and abdominal thrusts.
5. Perform back slaps/blows on a manikin.	Standing to the side and slightly behind the manikin; support the chest with one hand and lean the manikin forward; give five sharp blows between the shoulder blades with the heel of the free hand.



6. Performing chest thrusts on a child manikin.	Standing or kneeling behind the manikin; clench one fist and place it in the middle of the breastbone; grasp the fist with the other hand and give five pulls sharply inwards and upwards.												
7. Perform abdominal thrusts on an adult or child manikin.	Standing or kneeling behind the manikin; clench one fist and place it in the upper part of the abdomen just under the ribs; grasp the fist with the other hand and give five pulls sharply inwards and upwards												
8. Explain when to contact the Emergency Services.	The explanation requires the following information: <ul style="list-style-type: none"> • If the obstruction is not cleared after three cycles of the techniques. • If the casualty becomes unresponsive and remains unresponsive for approximately one-minute. 												
Otter 3 - Learning Outcomes													
Otter 3 - Assessment Standards													
1. State the three Aims of First Aid.	Successfully state the three aims of First Aid: <ul style="list-style-type: none"> • Preserve life. • Prevent the situation from worsening. • Promote recovery. 												
2. Explain simply how the blood circulates around the body.	The explanation requires the following information: <ul style="list-style-type: none"> • The heart is a muscular organ that acts as two pumps • One sends blood from the heart to the lungs, the other sends blood from the heart around the body • Arteries carry blood away from the heart • Veins carry blood back to the heart • Capillaries are fine vessels in the tissues that link arteries to veins. 												
3. State two different types of burn.	Successfully state two of the following: Dry Heat - Electrical - Chemical - Friction - Radiation - Cold												
4. Explain how to treat burns.	The explanation requires the following information: <ul style="list-style-type: none"> • Make the area/person safe • Remove rings and watches • Use cold running water to cool area for a minimum of 10 minutes (20 minutes for chemical burns) • Cover the burn with a dry sterile dressing • Summon the EMS if required. 												
5. Explain how to manage external bleeding.	The explanation requires the following information: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">Sit or lay</td> <td>Place them in a position appropriate to the location of the wound that will also reduce the effects of blood loss</td> </tr> <tr> <td style="text-align: center;">E</td> <td style="text-align: center;">Expose & Examine</td> <td>Examine the wound to find out its size, type, the bleeding rate and the presence or absence of foreign bodies</td> </tr> <tr> <td style="text-align: center;">E</td> <td style="text-align: center;">Elevate</td> <td>Raise the injured limb as high as possible above the heart. Gravity helps to slow down the bleeding</td> </tr> <tr> <td style="text-align: center;">P</td> <td style="text-align: center;">Pressure</td> <td>Apply pressure with fingers or a dressing.</td> </tr> </table>	S	Sit or lay	Place them in a position appropriate to the location of the wound that will also reduce the effects of blood loss	E	Expose & Examine	Examine the wound to find out its size, type, the bleeding rate and the presence or absence of foreign bodies	E	Elevate	Raise the injured limb as high as possible above the heart. Gravity helps to slow down the bleeding	P	Pressure	Apply pressure with fingers or a dressing.
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<p>6. Apply a sterile un-medicated dressing to an arm.</p>	<p>Application:</p> <ul style="list-style-type: none"> • Put on protective gloves. • Unwind the dressing's short, end taking care not to drop the roll or touch the dressing pad. • Holding the dressing on each side of the pad; put the pad directly on to the wound. • Wind the short end of the dressing once around the limb and the dressing to secure the pad, then leave it hanging. • Wind the other end of the dressing around the limb to cover the whole pad and leave the end hanging free. • Secure the dressing by tying the ends in a reef knot, tied over the pad to exert firm pressure on the wound. • Check the circulation to the extremity of the injured limb. Loosen dressing if needed. • The dressing must not impair the circulation.
<p>7. Apply an elevated sling.</p>	<p>Application:</p> <ul style="list-style-type: none"> • Ask the casualty to support the injured arm across the chest with the fingertips touching the opposite shoulder. • Drape one end of a triangular bandage over the shoulder on the uninjured side with the point on the injured side. • Ask the casualty to release their arm. Tuck the base of the bandage under the hand and forearm and behind the elbow. • Bring the lower end up diagonally across the back to meet the other end at the shoulder. • Tie the ends in a reef knot at the hollow above the clavicle. Tuck the ends under the knot to pad it. • Secure the point at the elbow and check the circulation at the fingers.
<p>8. Place a simulated casualty in the position for managing shock.</p>	<p>Lay the simulated casualty down on his or her back and raise the legs, loosen tight clothing and insulate the body by covering with a blanket or clothing.</p>
<p>Otter 4 - Learning Outcomes</p>	<p>Otter 4 - Assessment Standards</p>
<p>1. State the priorities of casualty management.</p>	<p>The explanation requires the following information:</p> <ul style="list-style-type: none"> • Check for Danger and Response. • Check the Airway, Breathing and Circulation. • Check for Bleeding, Burns and Bones.
<p>2. Explain simply the skeletal system.</p>	<p>The explanation requires the following information:</p> <ul style="list-style-type: none"> • The skeletal system consists of a rigid framework of bones called the skeleton that supports the rest of the body. • The bones are connected by a series of joints where movement occurs . • The skeleton gives attachments to muscles, which by contracting and relaxing move the bones so that the body can move and breathe. • The skeleton consists of: <ul style="list-style-type: none"> • The skull and jaw. • The backbone. • The rib cage. • The upper limb bones • The pelvis and lower limb bones.
<p>3. State two different types of fracture.</p>	<p>Successfully state two of the following: Closed – Open – Complicated – Green Stick.</p>
<p>4. Explain how to manage a fracture.</p>	<p>The explanation requires the following information:</p>



	<ul style="list-style-type: none"> • DO NOT move the casualty unnecessarily. • DO NOT give anything to eat or drink. • Support the injury by holding and/or padding. • Treat for shock. • Summon the EMS. • Cover any open wounds with a sterile dressing being careful not to press down on any protruding bones.
5. Apply an arm sling for a fractured arm.	<p>Application:</p> <ul style="list-style-type: none"> • Support the injured arm so the hand is above the uninjured elbow. Pass one end of the bandage between the injured elbow and the casualty's body. Pull up and across to the opposite shoulder. Spread the bandage out so the base is level with the little fingernail. • Bring the lower end of the bandage up over the forearm to meet the other end at the shoulder. • Tie a reef knot at the hollow over the clavicle on the injured side. Tuck both ends of the bandage under the knot to pad it. • Fold the point forward at the elbow. Tuck any loose bandage underneath it and secure the point to the front of the bandage, or tie a knot in the point prior to application. • Check the circulation in the exposed fingers.
6. Apply an elevated sling, padding and a broad bandage to manage fractured ribs.	<p>Application:</p> <ul style="list-style-type: none"> • Ask the casualty to support the injured arm across the chest with the fingertips touching the opposite shoulder. • Drape one end of a triangular bandage over the shoulder on the uninjured side with the point on the injured side. • Ask the casualty to release their arm. Tuck the base of the bandage under the hand and forearm and behind the elbow. • Bring the lower end up diagonally across the back to meet the other end at the shoulder. • Tie the ends in a reef knot at the hollow above the clavicle. Tuck the ends under the knot to pad it. • Secure the point at the elbow and check the circulation at the fingers. • Apply padding over the injured ribs. • Apply the broad bandage around the chest, tie firmly in place on the uninjured side.
7. Make a simulated casualty with a fractured leg comfortable.	Lay the simulated casualty flat on his or her back; roll a blanket into a sausage and place around the leg for support. Treat for shock and explain how to summon the EMS.
8. Make a simulated casualty with a fractured pelvis comfortable.	Lay the simulated casualty flat on his or her back; gently raise the knees and pad underneath; roll a blanket into a sausage and place around the legs for support. Treat for shock and explain how to summon the EMS.
Adult 1 - Learning Outcomes	
Adult 1 - Assessment Standards	
1. Unaided enter the water in a safe manner.	Vertical ladder - walking down backwards. Platform steps - walking forwards. Swivel entry - lower down slowly, controlled safe entry.
2. Move forward for 5 metres using basic front crawl or breaststroke type leg action, showing the ability to regain feet. <i>(support may be given)</i>	Move legs in an alternating action or circular action. Cover a distance of 5 metres. Stand up with feet on pool floor.
3. Swim backwards for 5 meters using backstroke leg action, showing the ability to regain the feet. <i>(support may be given)</i>	Move legs in an alternating action. Cover a distance of 5 metres. Stand up with feet on pool floor.

4. Blow an object through the water.	Walking or swimming use air from the mouth or mouth and nose to move an object through the water.
5. Push and glide on the front to the wall or push and glide on the back from the wall to a partner or teacher.	Push from wall, floating positions to be held briefly, support may be given by the teacher on the hands for a forward glide or under shoulders for a backward glide.
6. Tread water action with legs.	Maintain head above water in a vertical position.
7. 10 metre front leg kick with float.	Alternating leg action – holding a float or floats. Simultaneous leg action – holding a float or floats.
8. 10 metre back leg kick with float.	Alternating leg action– holding a float or floats.
9. Unaided leave the pool in any safe manner.	Vertical ladder – holding securely. Platform steps – walking forward. Wriggle exit onto poolside – lift out onto tummy, wriggle forward and roll to sitting position on poolside.
Adult 2 - Learning Outcomes	Adult 2 - Assessment Standards
1. Push and glide on front or back with transition into stroke, then continue to swim for 2 metres.	Push from wall, smooth transition into either Front crawl, Breaststroke or Back stroke to cover a distance of 2 metres.
2. Hold rail, woggle or floats and exhale with mouth in water.	Mouth in water, bubbles should be visible.
3. Use buoyancy aids and swim 10 meters breaststroke type action while on the back or front.	Simultaneous action of legs.
4. Swim 5 meters, candidates' choice, regaining feet at end.	Cover a distance of 5 metres using any stroke and complete by standing with feet on the pool floor – buoyancy aids may be used.
5. Use a buoyancy aid to perform treading water leg action for 10 seconds.	Maintain head above water in a vertical position.
6. Float for 5 seconds on front or back. (<i>Gentle sculling is permitted to maintain position</i>)	Front float - face in the water. Back float - ears in the water. Hands may scull by sides.
7. Swim unaided for 5 metres using any stroke.	Cover a distance of 5 metres without the use of buoyancy aids, using any stroke.
8. Identify and pick up an object below the water's surface.	Say what the object is. Use one or two hands to pick up the object. It is not necessary to have the face in the water. Waist depth water.
9. Swim or scull on back for 5 meters, roll over to swim or scull on front for 5 meters.	Smooth transfer from back to front.
Adult 3 - Learning Outcomes	Adult 3 - Assessment Standards
1. Hold rail, woggle or float, submerge head under water and exhale.	Water to be over top of head. Bubbles must be visible.
2. Swim 10 metres using any stroke.	Cover a distance of 10 metres. Must be Front crawl, Backstroke or Breaststroke. Feet must be off the pool floor throughout.
3. Tread water for 20 seconds.	Maintain head above water in a vertical position.
4. Swim 5 metres on back, roll onto front and regain feet.	Smooth transition from back to front. Feet placed on pool floor.
5. Fully submerge underwater or pick up an object from shoulder depth water.	Whole body to be below water surface. Use one or two hands to pick up an object.
6. Float in any position for 10 seconds. (<i>Gentle sculling is permitted to maintain position</i>)	Front float - face in the water. Back float - ears in the water. Hands may scull by sides.
7. Swim 5 metres on front, tread water for 5 seconds, continue to swim forward for 5 metres.	Use any front stroke to swim, smooth transition to a vertical position. Smooth transition into forward swimming.
8. Swim 2 widths or 2 lengths showing the ability to touch and turn.	Swim continuously with feet off the pool floor, touching poolside to turn. Stopping to rest is not allowed.
Adult 4 - Learning Outcomes	Adult 4 - Assessment Standards
1. Swim 4 widths or 4 lengths showing the ability to touch and turn.	Swim continuously, touching poolside to turn. Stopping to rest is not allowed.
2. Swim 10 metres, tread water for 30 seconds, continue to swim for a further 10 metres.	Smooth transition from swimming to a vertical position with head above water. Smooth transition into swimming.

3. Either push and glide or swim and surface dive to pick up an object at standing depth water.	Push from wall or swim. Head first or feet first surface dive. One or two hands may be used to pick up object.
4. Float in a relaxed position for 15 seconds (<i>Gentle sculling is permitted to maintain position</i>)	Front float - face in the water. Back float - ears in the water. Hands may scull by sides.
5. Swim 5 metres on front, tuck and tread water for 20 seconds, continue to swim forward for 5 metres, tuck and tread water for 20 seconds, continue to swim forward for 5 metres.	Smooth transition from swim to tuck legs under body to a vertical position with head above water. Smooth transition into swimming.
6. Swim backwards for 5 metres roll onto front and continue to swim for 5 metres, roll onto back and swim for 5 metres.	Smooth transition from back to front. Smooth transition from front to back.
Rockhopper 1 - Learning Outcomes	Rockhopper 1 - Assessment Standards
1. Enter the water with support or from a hoist.	Vertical ladder - walking down backwards. Platform steps / slope/beach entry- walking forwards Sit and swivel - turn and enter water to face pool wall. Via a shower chair or hoist - teacher in water to greet.
2. Splash water.	Use any part of body to move the water.
3. Show enjoyment of being in water - smile, eye movement, verbal expression.	Individual expression of enjoyment.
4. Lay on back or front with adult support and move around pool.	Adult support under shoulders - be moved through water.
5. Push a floating object around pool using any part of body.	Use any part of body to push object across surface of water.
6. Blow an object around pool, chin on water.	Use mouth to blow - chin on water surface.
7. Respond to the emergency signal.	Look or listen to teacher on signal.
Rockhopper 2 - Learning Outcomes	Rockhopper 2 - Assessment Standards
1. Enter the water using any means.	Individual ability - showing safe entry.
2. Have water poured over head.	Be comfortable to have water over head.
3. Move limbs whilst moving around pool.	May be moved by adult - move any limb if possible.
4. Float on back or float in relaxed manner.	Show confidence in floating.
5. Blow bubbles in the water.	Mouth or mouth and nose in water.
6. Swing from supine to prone and back to supine.	Use head to control movement.
7. Respond to light and/or sound changes.	Change movement to light or sound.
8. Exit water safely.	Walk or wriggle or exit via shower chair or hoist.
Rockhopper 3 - Learning Outcomes	Rockhopper 3 - Assessment Standards
1. Kick legs on front or back.	Move lower limbs.
2. Propel oneself for 5 metres by any method.	Move forwards or backwards using any style.
3. Identify 3 objects under the water.	Say, sign or point to objects.
4. Float on back for 10 seconds and then sit up.	Show confidence in floating - use head and body to sit up.
5. Roll from supine to prone and back to supine - horizontal axis.	Turn from back to front and then onto back again. Face may be out or in water.
6. Hum in the water, nose in water, for 5 seconds.	Nose in water - bubbles should be seen.
7. Travel through a hoop at the water surface.	Move anyway through a hoop. There maybe space between water and top of hoop.
8. Participate in a group activity.	Take part in an activity with 2 or more learners.
9. Move across pool in an upright position.	Adult assistance may be used to bicycle or walk.
Rockhopper 4 - Learning Outcomes	Rockhopper 4 - Assessment Standards
1. Enter the water independently with a supervised jump, if possible.	Swivel, rotate or jump - adult assistance may be given.
2. Perform a jellyfish, or mushroom float.	Hang forwards into water or tuck up and hold knees into chest.
3. Swim 5 metres on front, roll onto back and float.	Move through water any style, roll over and stretch into float position.
4. Pick up an object from the bottom of the pool.	Submerge body, use one or two hands to pick up object.
5. Swim 5 metres on back, stand up or find a safe position at poolside.	Move in any style - regain standing position or hold onto poolside.
6. Participate in group activity.	Engage in an activity with 2 or more learners.

Rockhopper 5 - Learning Outcomes	Rockhopper 5 - Assessment Standards
1. Enter the water safely, submerge and swim to the poolside and support yourself.	Enter by any means, go under water and move to poolside for support.
2. Tread water in an upright position for 10 seconds.	Use any method to stay upright. Face out of water.
3. Swim through a hoop held just below water surface.	Use any method to move through hoop.
4. Blow bubbles rhythmically while moving forward through the water.	Use any style to move forward. Bubbles should be seen.
5. Float on the back for 10 seconds.	Relaxed and confident to float.
6. Swim 10 meters using any style.	Use any style - do not stop.
7. Push and glide on front.	Hold stretch briefly.
8. Participate in group activity.	Show enjoyment.
Rockhopper 6 - Learning Outcomes	Rockhopper 6 - Assessment Standards
1. Enter the water safely, using any method, roll onto back and float for 10 seconds.	Enter by any means, roll and stretch to rest.
2. Tread water for 20 seconds.	Face out of water.
3. Swim 15 metres using any style.	Use any style - do not stop.
4. Push and glide through a hoop held below the water surface, swim and adopt a safe breathing position.	Hold stretch through hoop, show held breathing position.
5. Swim 5 meters on your front, roll onto back and swim 5 metres.	Show ability to roll.
6. Breathe rhythmically while swimming 10 metres on your front, or 10 metres on your back.	Show controlled breathing.
7. Participate in group activity.	Take part in activity with peers.
Rockhopper 7 - Learning Outcomes	Rockhopper 7 - Assessment Standards
1. Holding the poolside, rail or woggle, submerge completely under the water and blow bubbles.	Water over head - bubbles should be seen.
2. Float for a minimum of 15 seconds.	Any float - breath and relax.
3. Swim 20 metres using any style.	Do not stop.
4. Perform ONE of the following three exercises: <ul style="list-style-type: none"> a. Recover an object from chest depth water. b. From a push and glide, change body position from supine to prone OR prone to supine. c. Propel a floating object for a distance of 2 metres. 	<ul style="list-style-type: none"> a. Use any means to pick up object. b. Hold glide briefly - show ability to roll over. c. Push an object across surface of water by any means.
Rockhopper 8 - Learning Outcomes	Rockhopper 8 - Assessment Standards
1. Submerge the face and exhale under the water 4 times.	Rhythmic breathing.
2. Float in a relaxed manner for 20 seconds.	Show confidence in floating.
3. Swim 25 metres using any style.	Do not stop.
4. Perform TWO of the following four Exercises; Pupils choice. <ul style="list-style-type: none"> a. Recover an object from the pool bottom, from a swimming position. b. Swim 10mtrs on front, roll onto back and swim 10 meters. Regain feet or secure a safe position at poolside. c. Swim 25 meters to a floating object and return with the object to the starting position. d. Rotate on the surface of the water (as a turntable) with the body sitting or lying back, for two complete revolutions by using the hands and/or feet. 	<ul style="list-style-type: none"> a. Swim to object and then submerge to pick it up. b. Show ability to roll over and continue to swim. c. Use any style to swim, pick up floating object and return without stopping. d. Show ability to turn in a circle at the water's surface.
Rockhopper 9 - Learning Outcomes	Rockhopper 9 - Assessment Standards
1. Submerge the face and exhale under the water six times.	Rhythmically breathe.
2. Perform ONE of the following TWO exercises; pupil's choice. <ul style="list-style-type: none"> a. Float for 30 seconds without limb movement. b. Maintain a vertical position in the water for 60 seconds. 	<ul style="list-style-type: none"> a. Show ability to float relaxed and confidently. b. Show ability to tread water - face clear of water.
3. Perform ONE from the following TWO exercises; pupils' choice.	<ul style="list-style-type: none"> a. Do not stop over the set distances. b. Do not stop over the set distances.



<p>a. Swim 100 meters in the prone position and 25 meters in the supine position.</p> <p>b. Swim 100 meters in the supine position and 25 meters in the prone position.</p>	
<p>4. Perform THREE from the following FIVE exercises; pupils' choice.</p> <p>a. Enter the water unaided and recover to a swimming position. Swim a distance of 10 meters then leave the water unaided.</p> <p><i>Steps may be used for both entry and exit.</i></p> <p>b. Recover an object from the bottom of the pool , from a swimming position, in chest deep water.</p> <p>c. Tow an able bodied subject a distance of 10 meters.</p> <p>d. Swim 25 meters and show the ability to change position from prone to supine and back again.</p> <p>e. Swim 25 meters and show the ability to change position from supine to prone & back again.</p>	<p>a. Show independence.</p> <p>b. Submerge under water.</p> <p>c. Show ability to tow another person - torpedo buoy may be used (non- contact tow).</p> <p>d. While swimming roll from front to back and continue to swim, roll from back to front and continue to swim.</p> <p>e. While swimming roll from back to front and continue to swim, roll from front to back and continue to swim.</p>
National Curriculum Key Stage 2 Learning Outcomes	National Curriculum Key Stage 2 Assessment Standards
1. Enter the water with a straddle entry wearing a shirt or blouse or skirt or shorts.	Keep head above the water
2. Swim on your front for 5 metres using any recognised stroke, change onto your back and swim for a further 5 metres without loss of forward progression, while wearing a shirt or blouse or skirt or shorts.	Breaststroke – simultaneous and circular arms and legs Front crawl – alternating and continuous, recovering over the water Back crawl – straight arms, alternating and continuous
3. Swim a further 5 metres on your front using a recognised stroke. During this perform a headfirst surface dive and touch the bottom of the pool with both hands, while wearing a shirt or blouse or skirt or shorts. <i>This exercise should be carried out in water with a minimum depth of 1.5 metres.</i>	Breaststroke – simultaneous and circular arms and legs Front crawl – alternating and continuous, recovering over the water Surface dive - head between extended arms, hands together, legs together, no kicking
4. Tread water for 1 minute, wearing a shirt or blouse or skirt or shorts.	Mouth clear of the water in a vertical position
5. Remove additional clothing while in the water, without touching the pool bottom or sides.	Safe removal without trapping head
6. Swim 25 metres breaststroke, front crawl or back crawl.	Breaststroke – simultaneous and circular arms and legs Front crawl – alternating and continuous, recovering over the water Back crawl – straight arms, alternating and continuous
7. Demonstrate a safe and effective, non-contact, reaching rescue on a subject positioned in deep water at least 2 metres from the poolside. Secure the subject in a safe position at the poolside.	Lay on poolside and reach out with aid using both hands, give clear instructions
8. Throw a buoyant aid to land within reach of a subject positioned in the water 3 metres from poolside. Instruct subject to hold aid and kick legs to reach side, then secure the subject in a safe position at the poolside.	Give clear appropriate instructions, throw an appropriate aid to land within an arms length of subject
9. Answer two water safety questions.	Successfully answer two simple questions relevant to the principles of the ROSPA Water Safety Code



Lesson Plan Template

Pool	_____
Teacher	_____
Time available	_____
Type of Lesson -	Pre-school <input type="checkbox"/> Junior <input type="checkbox"/> Adult <input type="checkbox"/> Disabled <input type="checkbox"/>
Pool size/ depth	_____
Equipment	_____
Award	_____

1. Safe Entry	_____

2. Warm Up	_____

3. Main Theme 1	_____
4. Main Theme 2	_____
5. Contrasting Activity	_____

6. Safe Exit	_____

Note: Complete "Development of Main Themes" overleaf.



Register of Attendance

Course Details _____ Date from _____ to _____
 Class reference _____ Teacher _____ Day/time _____ / _____

	Ref No.	Forename	Surname	Last award achieved		1	2	3	4	5	6	7	8	9	10	Award on next course	
				Skill	Distance												
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