Lifeguards

Aquatic Survival Programme
Manual

About this manual

The primary aim of the Aquatic Survival Programme is to save lives by teaching people important water safety messages and, where feasible, basic self-survival and rescue skills.

The programme is focused towards young people living in low-resource areas with limited or no access to existing drowning prevention initiatives.

It has been developed to help organisations and individuals implement the Aquatic Survival Programme as part of a local or national drowning prevention strategy.

This manual has been designed as a guidance document and can be adapted to suit the local environment. Where possible this document has incorporated existing best practice developed by drowning prevention organisations.

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Technical support given by:

Disclaimer

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Many of us use water daily for bathing, cleaning, recreational activities and transportation.

In high-resource areas, many of these activities are conducted in the safe environment of the home, or in supervised and regulated areas. In low-resource areas, many people have no choice but to conduct these essential activities in open water despite understanding the risks involved. Water transportation is generally unregulated, and boats rarely contain adequate safety equipment.

Falling into water is a real risk, and the consequences can be serious – particularly if a person is unable to swim or be rescued.

Swimming is rarely part of formal education, and resources containing information on how to stay safe in and around water are generally unavailable.

The Royal National Lifeboat Institution (RNLI) and partner organisations have developed this Aquatic Survival Programme, specifically designed for use in low-resource areas.

This manual contains simple but important guidance for organisations who wish to use the programme.

Learning outcomes

1.1   Understand what drowning is.

1.2   Understand why people drown.

1.3   Know who is at risk of drowning.

1: Understanding the drowning process

1.1 What is drowning?

About 70% of the earth's surface is covered by water. Water is used for many everyday activities such as recreation, bathing, washing, fishing and transportation.

In high-resource areas, day-to-day contact with water is generally limited to safe environments in the home or in supervised swimming areas. However, in low-resource areas, many people use open water sources such as ponds, rivers and the ocean to carry out the same activities.

Falling into water is a real risk and the consequences can be serious, particularly if a person is unable to swim or be rescued.

Drowning occurs when a person is unable to breathe because their head is submerged in water.

1.2 Why people drown

The conditions that allow a drowning to occur can be summarised by the Drowning Chain. Each link in the chain can result in a drowning incident, or can lead to the next link.

Learning how to swim is a key skill to prevent drowning but it is also important that relevant safety messages are taught so that people are aware of the dangers posed by being in and around water.

| 1 | 2 | 3 | 4 |

1 Ignorance of dangers.

2 Unrestricted access to hazards.

3 Absence of adequate supervision.

4 Inability to save yourself or be rescued.

	Ignorance of dangers	Unrestricted access to hazards	Absence of adequate supervision	Inability to save yourself, or be rescued
Cause	Lack of education in water safety or the dangers of the local environment.	Allowing people access to use dangerous areas of water – such as areas with strong currents.	Swimming in areas where there is no one to provide rescue.	Being unable to swim to safety.
Role of the Aquatic Survival Programme	To provide water safety education to water users. Through education comes recognition and therefore avoidance of danger.	To make people aware of the safe areas to enter water.	To encourage people never to enter the water alone, and provide close supervision to young children.	To provide community swimming and rescue programmes.

Simple water safety messages can help tackle the first three links in the drowning chain. In addition, some organisations and individuals may have the time and resources to teach swimming and to tackle the final link in the chain.

Understanding the problem

Why and *how* people drown are influenced by their exposure to water, the risks they take while they are in and around water, and their ability to save themselves. Because of this, drowning affects different groups of people depending on their daily activities and the environment they live in.

In spite of these variations, the core ways of preventing drowning – being aware of the dangers and being able to swim – are key factors in breaking the drowning chain.

When running a programme it is important to ensure that the correct audience is targeted.

This will help to ensure your programme prevents the maximum number of drowning incidents at the lowest cost.

When designing a programme, it is important for an organisation to identify who they are going to target and how. This will largely be dependent on the resources available, the time-frame, and whether drowning incidents are known to occur within a specific group of people or the wider community.

The Aquatic Survival Programme is split into two modules, allowing organisations to select and adapt sections of the programme to suit their environment and resources.

1.3 People at risk of drowning

Drowning is a risk for anyone who undertakes activities in or near water, irrespective of their swimming ability. Even strong swimmers can drown.

The risk of drowning is strongly linked with exposure to water and swimming ability. Recent research has shown that people who are unable to swim are at much higher risk of drowning.

Groups of people at high risk of drowning usually consist of people who are regularly exposed to water and lack the ability to swim, or are travellers who use poorly maintained boats.

The people within these groups will vary depending on local environmental and social factors. For example, in some communities it may be mainly women who take a daily ferry to trade at the local market, while in other communities it may be men who use boats to get to work.

To understand who should be targeted, it is vital to engage with local community leaders and community members to identify regular water users. Generally, they can be placed into five broad categories:

1. children aged under 5 years old
2. children aged 5–14 years old
3. adolescent and adult women
4. fishermen
5. travellers.

Common high-risk groups

1. Children aged under 5 years old

Children aged under 5 years old are at high risk of drowning if they are left without adequate supervision.

Children of this age often wander away from their parents' control and are at high risk of falling into an unprotected waterbody.

Death by drowning in this age group is likely to occur when parents are busy undertaking household chores, such as cooking and cleaning.

It is difficult to teach a child under 5 years old how to swim. Water safety messages and rescue skills could be taught to parents and supervisors.

2. Children aged 5–14 years old

At this age children start to undertake bathing alone and also enjoy recreational water activities with friends. In many communities bathing activities may be conducted in sheltered open water, hidden from adult supervision.

3. Adolescent and adult women

As well as the daily activity of bathing, in many cultures adolescent and adult women use open water to carry out many of the household chores such as washing clothes, collecting water or washing dishes.

Although these activities are usually conducted in shallow water, an accidental step into deep water or a strong current may lead to drowning. In addition, women often enter the water while fully clothed, making it harder to keep their head above the water even if they can swim.

4. Fishermen

Fishermen are exposed to the dangers of falling into water and they also face the additional risk of being far from safety, often in rough water. Despite being on the water daily, many fishermen are unable to swim and are reluctant to wear lifejackets.

5. Travellers

For many island and river communities, regular transportation by boat is necessary for trade. Boats are often overcrowded, poorly maintained and lack lifesaving equipment such as liferafts and lifejackets.

Ferry disasters occur regularly in Africa. People who use boats for transportation should be educated in how to use lifesaving equipment to keep themselves safe if the boat sinks or they fall into the water.

It is important that boat operators are aware of their responsibility to keep users safe. Ensuring ferry users understand the importance of lifesaving equipment may create demand for operators to install such equipment in their boats.

Learning outcomes

2.1   Understand the role of the Aquatic Survival Programme.

2.1 The role of the Aquatic Survival Programme

The role of the Aquatic Survival Programme is to prevent drowning by:

- providing water safety messages
- teaching people how to save themselves in the water
- teaching people how to save someone else in the water.

Module 1: Community Awareness – Key Water Safety Messages

Many drowning deaths can be prevented by learning how to stay safe in and around the water, and how to keep others safe.

The Community Awareness module consists of 10 key simple water safety messages and skills that can be taught without the need to enter water.

This module can be taught on its own, or as part of a continued learning pathway prior to learning Self-Survival and Rescue.

Module 2: Self-Survival and Rescue

Most deaths by drowning occur when people with poor swimming skills accidently step or fall into water too deep to stand.

This module teaches self-survival and gives people taking part the necessary skills to swim to safety or to float in the water and wait for help to arrive.

Entering the water to rescue other people can be very dangerous. Many people drown while trying to rescue other people in difficulty. People taking part in the Rescue section of the module will learn how to rescue a person safely without getting into the water.

The Self-Survival and Rescue module requires access to a body of water suitable for teaching swimming. To reduce the opportunity for increased risk-taking behaviour, all participants must have a good understanding of the key water safety messages.
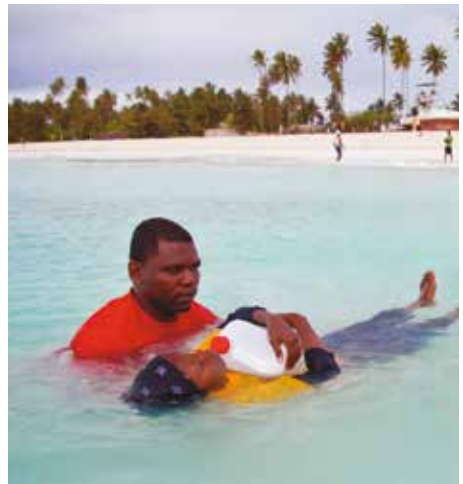
Types of intervention

Two types of intervention are possible using the Aquatic Survival Programme:

1. Community intervention

Simple water safety messages are provided that can be passed on to large groups of people quickly and easily.

Lessons can be taught in schools, village meetings or community groups. In addition, the messages may be promoted in newspapers, on television or on the radio.

Messages can be taught in a short period of time with few resources, and don't require a swimming venue.

2. Targeted intervention

If drowning is known to be an issue within a particular sector of the community, then a more targeted and comprehensive programme may be more cost effective.

Funding

Those at high risk of drowning are usually from poorer backgrounds so it is important to ensure that poorer people are not excluded from the programme.

Funding may be required to pay for equipment and staff and could be obtained by:

Grants

Funding may be available from grant-giving organisations or the government. Grants are usually given to target specific issues. Although the primary aim of the Aquatic Survival Programme is to address drowning as a health issue, it may also be possible to apply for funding to target social issues, such as community leadership, and sport.

Community donations

A drowning death will have an impact on a whole community. Individuals, organisations and businesses should be encouraged to support the implementation of the Aquatic Survival Programme. Support may be given in a variety of ways, such as a financial donation or the donation of resources (including the use of a building).

Training fees

In some areas, the people receiving the training may be able to afford to pay for an organisation to deliver the training. In others, the fees may be paid by a local organisation (for example a school or scout group), or by individuals who receive the training.

Aim

The aim of Module 1 is to provide students with the knowledge they need to stay safe while in and around water.

The Key Water Safety Messages contained within the module have been developed to be simple and easy to understand so that they can be passed on to large groups of people quickly and easily.

Learning outcomes

3.1 Understand different methods for delivering the water safety messages.

3.2 Understand why stakeholder meetings are important.

3.3 Understand the resources needed to teach the water safety messages.
Know the skills and qualities needed to become a community awareness teacher.
Know the types of venues that can be used to teach the water safety messages.

3.1 Methods of delivery

Drowning is a leading cause of death. The majority of drownings can be prevented by taking simple precautions.

Key water safety messages can be used to educate people in how to stay safe in and around water.

The water safety messages are designed to be:

• suitable for anyone living or working in or around water

• simple and easy to communicate to people of all ages

• adapted to suit the local environment

• taught with limited resources and in areas where learning how to swim is not possible due to waterborne disease or lack of a suitable swimming venue.

The water safety messages are accompanied by pictures and can be taught to large or small groups of people. They can be taught in a short period of time with very few resources and do not require a swimming venue.

Lessons can be given in schools, village meetings or community groups. In addition, the messages can be promoted in newspapers, on television or on the radio.

An easy way to reach large numbers of people is to use existing networks and infrastructure.

Training on how to deliver the messages could be provided to people who already interact with your target audience.

These people may include:

• school teachers

• community outreach workers

• scout leaders

• community elders.
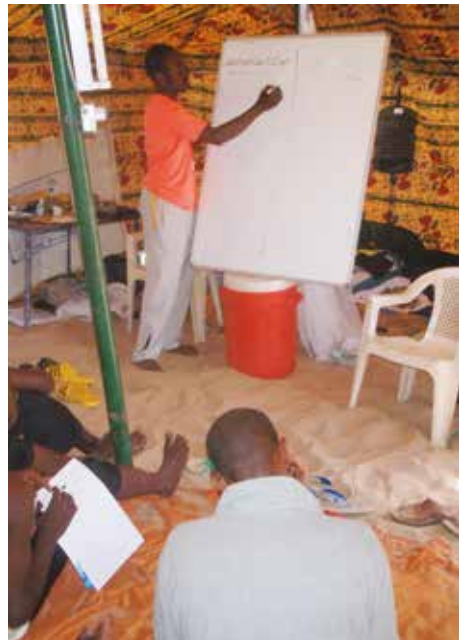
3.2 Engaging stakeholders

Before starting your programme, hold a stakeholder meeting.

Stakeholders are people who have an understanding of the problem or are able to help implement the programme. Make a list of all the stakeholders and invite them to a workshop to discuss your intentions.

Stakeholder meetings help to:

• identify problems before you start

• know who is able to help with the programme

• make sure everyone knows and understands your intentions.

A stakeholder meeting is also a great way to spread awareness of the programme, and engage people in drowning prevention.

Always keep stakeholders up to date with developments. This could be achieved using a newsletter or a website.

3.3 Resources

The water safety messages have been designed so that they can be taught with a minimum amount of resources. The module does not require the use of a swimming venue.

The only things you need are:

• the teaching resources contained in this manual

• demonstration equipment (lifejackets, sticks and floating objects, if available)

• people to teach

• teachers

• a suitable venue.

Skills and qualities of teachers

Identifying suitable Community Awareness teachers is key to a successful programme. Good teachers lead to better learning outcomes – students are able to learn faster and retain the knowledge for longer periods of time.

Teachers should be enthusiastic about saving lives and keen to share their knowledge about water safety.

There is no recommended minimum age requirement for being a Community Awareness teacher. However, all teachers should have the following qualities:

- Trustworthy – be trusted to plan lessons appropriately.
- Reliable – arrive at lessons on time.
- Motivated – deliver lessons to the best of their ability.
- Understand local water hazards – be able to adapt the programme to the local environment.

All new teachers should be given appropriate mentoring so that they understand each of the water safety messages.

Venue

Almost any venue can be used to teach the water safety messages, as long as the students can hear and see the teacher.
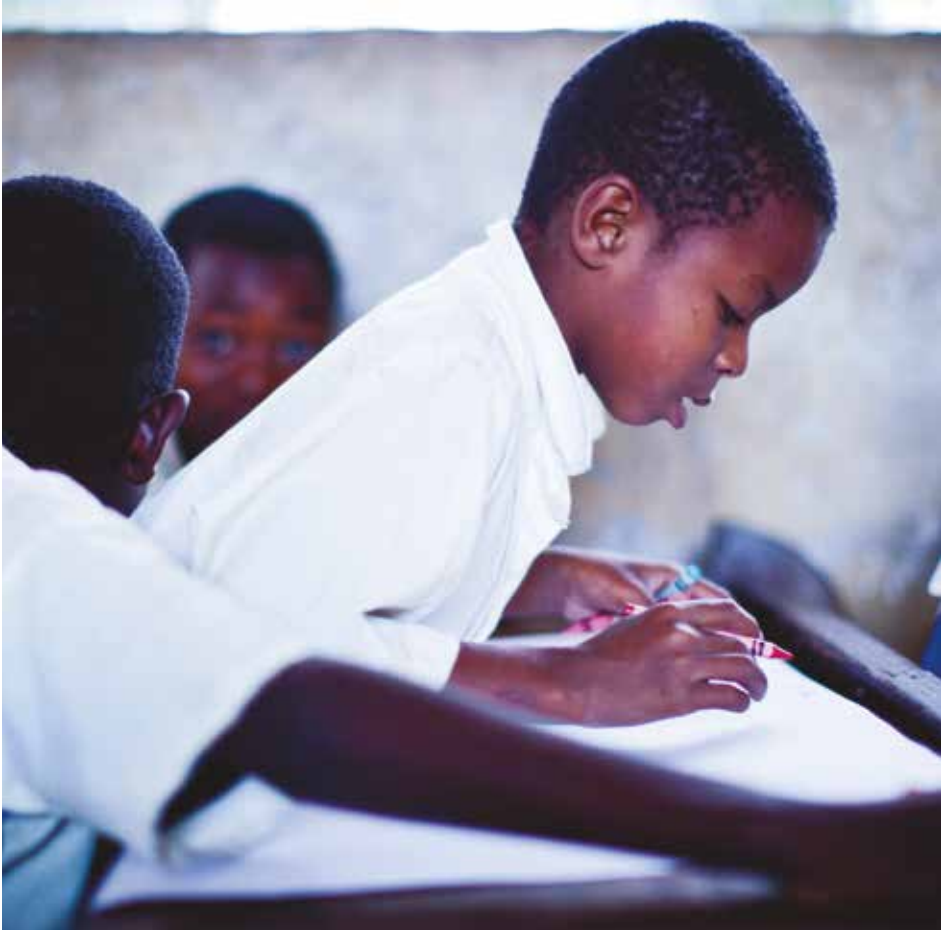
The messages could be taught:

- in a classroom

- in a community hall

- on the beach.

Learning outcomes

4.1   Know the water safety messages.

4.2   Understand the structure of an effective lesson.
        Be able to teach an effective lesson.

4.1 Water Safety Messages

There are 10 water safety messages, split into three themes.

Theme 1: Spot the dangers

These messages teach how to identify dangers in the water:

1. Know the water and weather conditions before getting in the water.
2. Test the water for depth and underwater hazards before entering.
3. Be aware of animals.

Theme 2: Keep yourself safe

These messages teach how to keep yourself safe in or near water:

4. Never enter the water alone.
5. Obey all safety signs and warning flags.
6. Know how and when to use a lifejacket.
7. Always tell someone when and where you are going near water.

Theme 3: Keep others safe

These messages teach how to keep other people safe in or near water:

8. Learn safe ways of helping others without putting yourself in danger.
9 . Constantly supervise children in or near water.
10. Keep your home safe.

Each of the 10 water safety messages is accompanied by:

1. An illustration of the message.
2. An explanation as to why the message is important.
3. At least one action point for the students to carry out.
4. At least one teaching point for the teacher to engage with the students.

4.2 How to teach the Water Safety Messages

The messages may be taught using any method appropriate for the students and the environment. They may be introduced into an existing curriculum or taught as part of a separate lesson.

A simple lesson plan has been included in this manual to assist new teachers in teaching the messages. The lesson follows a simple format:

• Teach each of the messages by engaging with the students using the illustrations and teaching prompts.

• Encourage students to recall the messages using a creative exercise such as a poster, song or drama.

If the lesson is taught as a single lesson, this process should take approximately 1 hour.
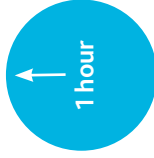
Lesson plan – Key Water Safety Messages

Aims

By the end of the lesson students will be able to:

- identify what each of the 10 flash cards mean
- apply this knowledge in order to help them stay safe in and around the water.

Resources

- Flash cards (x10).
- A suitable teaching area.
- Paper and pens (not essential).

Total time

1 hour

1. Introduction

- Tell the students your name (and tell them the name of the organisation you work for if they don't know you).
- Explain that they are going to be having a fun lesson on how to stay safe in and around the water.

Time

5 min

2. Warm-up exercise

- Explain that we use water for lots of different activities. Give the students an example.
- Ask the students to talk with the person sitting next to them for 5 minutes about what they use water for.
- Go around the group and ask each pair to give you an answer.
- Explain that water can be very dangerous if you fall in or the condition of the water changes while you are in it.

Time

5 min

Lesson plan – Key Water Safety Messages

3. Flash cards

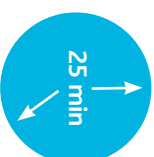|	Time
Use the flash cards (following this page) to explain that there are some simple things you can do to stay safe in and around water, and to keep other people safe in and around water. Each flash card contains a key water safety message, an explanation of the message, an action, and a teaching prompt. They are separated into three themes: 1. Spot the dangers. 2. Keep yourself safe. 3. Keep others safe. **For each flash card:** 1. Introduce the theme. 2. Show the picture on each flash card to the group. 3. Read out the key water safety message. 4. Read out the explanation about why it is a key water safety message. 5. Explain the learning action for the students to take home. 6. If appropriate, use the teaching prompt to engage with the group. **Demonstrations** Where possible, use real-life objects such as long sticks, containers and lifejackets to help engage with the class. 	**25 min**
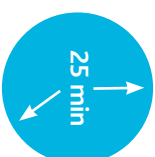
4. Creative exercise
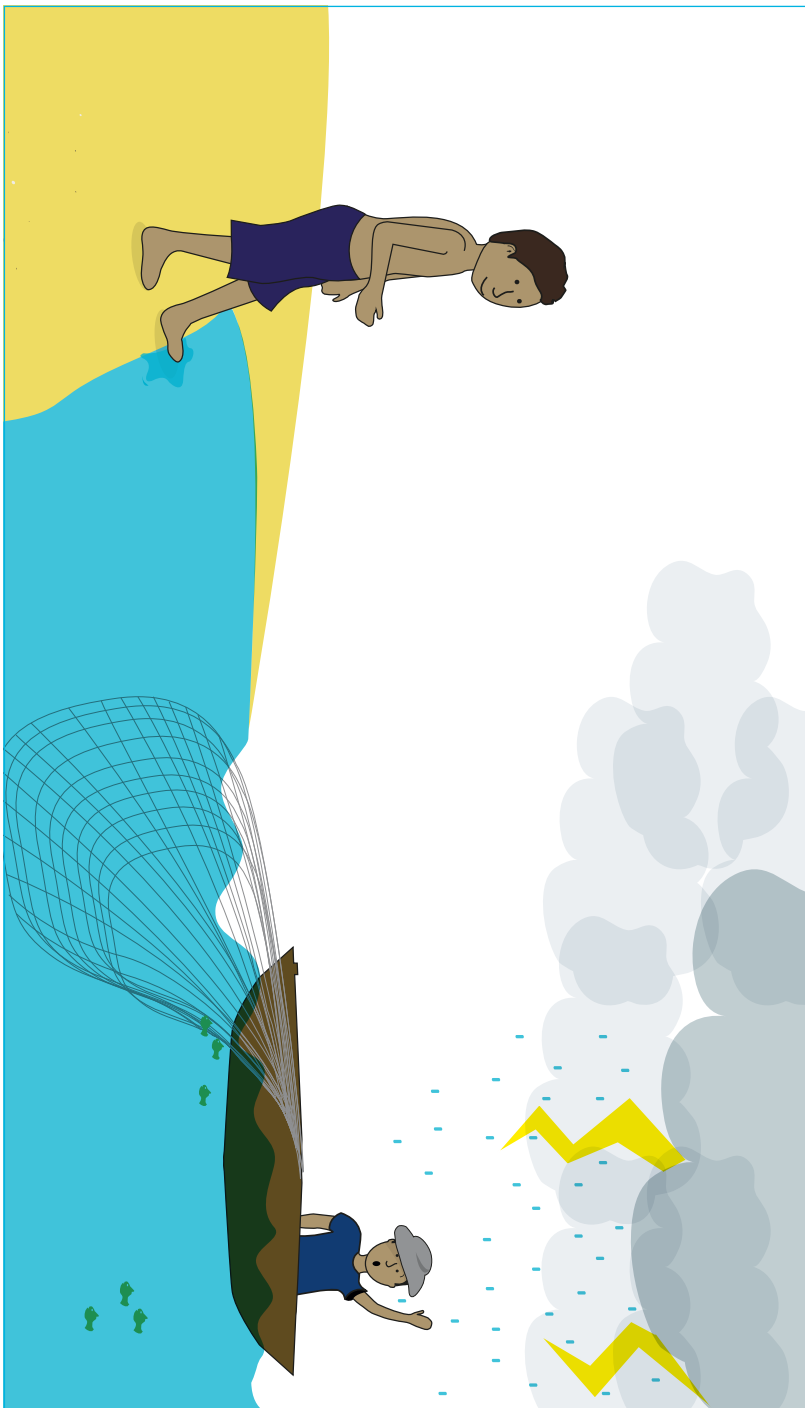
	Time
1. Split the class into small groups. 2. Give each group one of the messages to focus on. 3. Ask the students to create either a song, drama, story or poster of the water safety message. Allow 15 minutes to complete this part of the exercise. 4. Ask each group to share their work with the rest of the class.	**25 min**

Why?

Learn how to spot dangers in the water.

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Spot the dangers:
1. Know the water and weather conditions before getting in the water

Why?
Water conditions can change very quickly.

Action
- Always ask a local person if the water and weather conditions are okay for you to enter the water.
- Stay alert for changes while you are in the water.
- Stay out of the water if the water source is flooded, or if you hear thunder or see lightning.
- Stay out of the water if there are strong currents.

Teaching prompt
Ask the pupils who they would ask about the water and weather conditions.

Spot the dangers:
2. Test the water for depth and underwater hazards before entering

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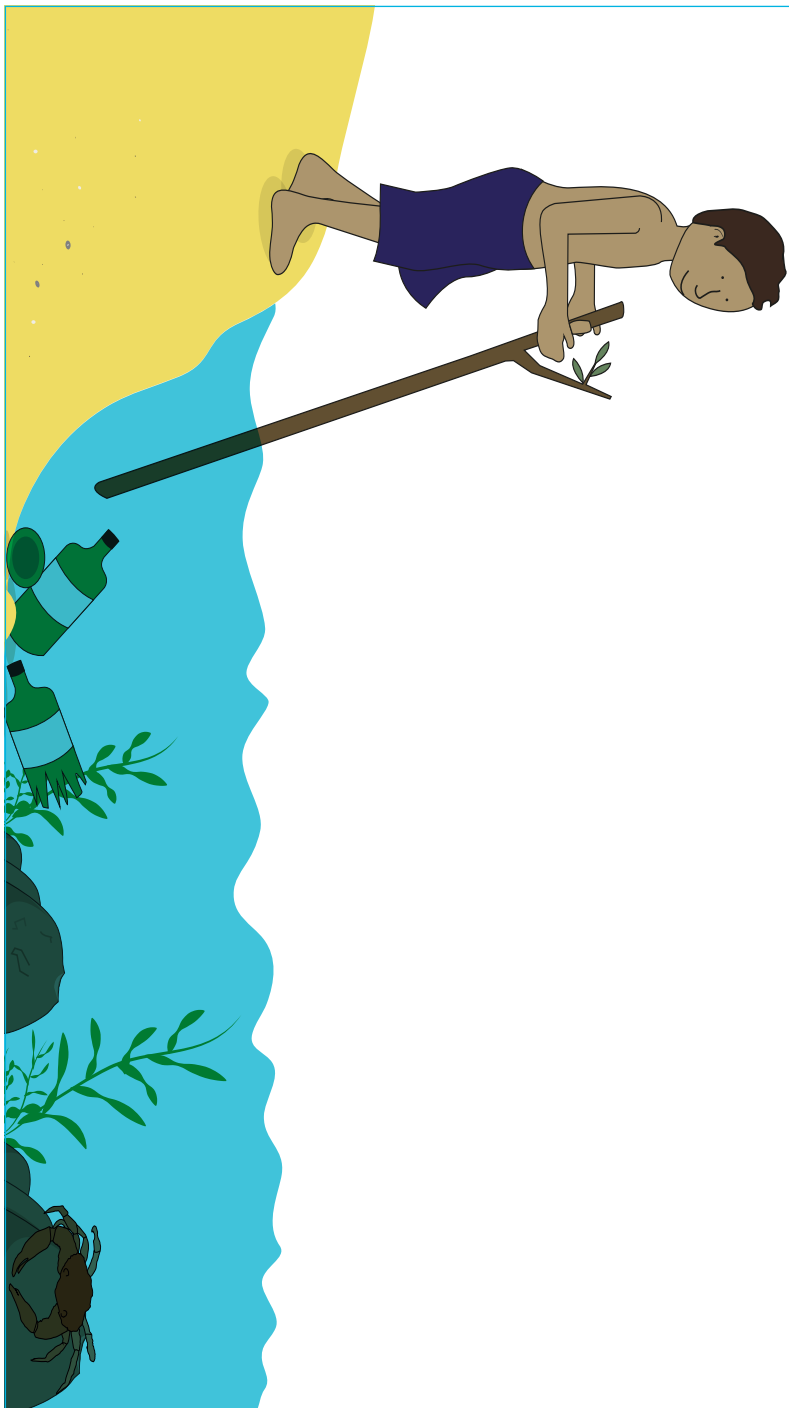
Spot the dangers:
2. Test the water for depth and underwater hazards before entering

Why?

If you cannot see the bottom it is difficult to know if there are any underwater hazards.

You may step out of your depth, or hurt yourself on a dangerous object such as broken glass or a sharp rock. You may even get caught in the weeds.
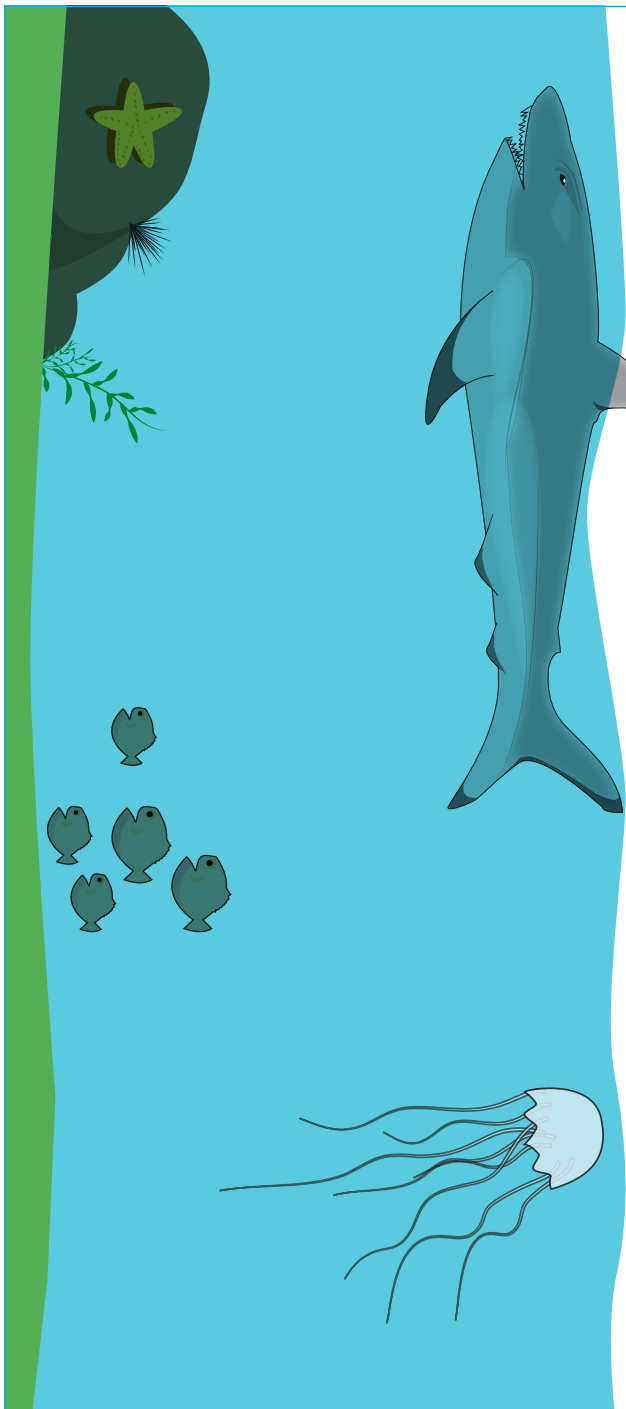
Action

• Ask a local person how deep the water is and if there are any steep banks or sudden change in depth.

• Where possible, enter the water slowly and use a stick to test the depth of water in front of you and feel for underwater objects.

Teaching prompt

Ask the students what kind of dangers they might find underwater.

Spot the dangers:
3. Be aware of animals

Why?

Some waterbodies contain animals that can be dangerous to humans.

They may bite or sting you if you get too close.

Action

• Ask a local person if there are any dangerous animals in the water.

• Stay alert and look out for animals in the water.

• If you see a dangerous animal then get out of the water immediately.

Teaching prompt

Ask the students what kind of dangerous animals they might find in the water.

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Why?
Learn how to keep yourself safe when you are in or near water.

Keep yourself safe:
4. Never enter the water alone

Why?

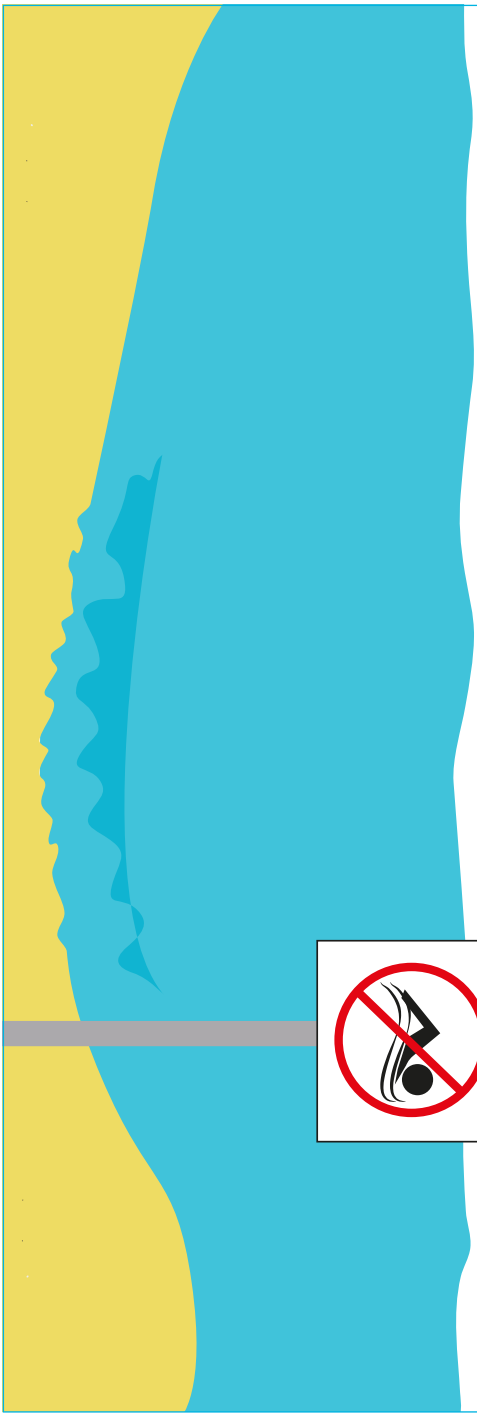If you enter the water with a friend they may be able to help you if you get into difficulty or they may find help.

Action

• Always enter the water with a friend or an adult who can swim.

Teaching prompt

Ask the students who they would enter the water with.

Keep yourself safe:
5. Obey all safety signs and warning flags

Why?

Some areas of water have signs or flags to warn you if it is dangerous to enter the water.

There may be dangerous objects under the water or strong currents.

Action

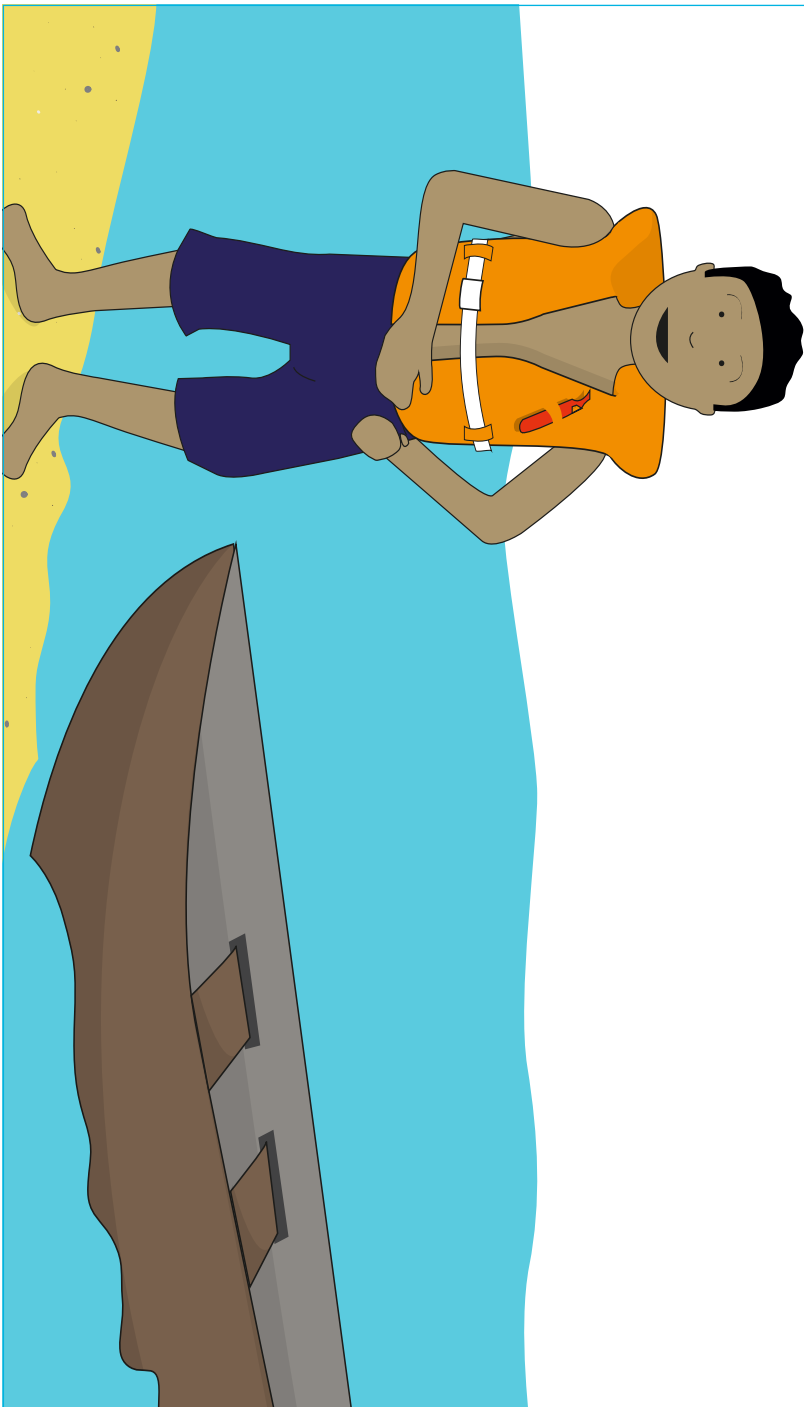• Always ask a local person what the signs and flags mean, and obey the warnings.

Teaching prompt

Ask the students if there are any warning signs or flags next to water in the local area.

What do they mean?

Keep yourself safe:
6. Know how and when to use a lifejacket

Why?

Lifejackets keep you afloat if you fall into the water. They are brightly coloured and have a whistle that you can blow to attract the attention of rescuers. They keep your head above the water if you are injured, tired or unconscious.

Action

Before you travel on a boat make sure lifejackets are available.

• In an emergency, place the lifejacket over your head and secure it tightly around your waist.

• If no lifejackets are available, hold onto a floating object such as a water container.

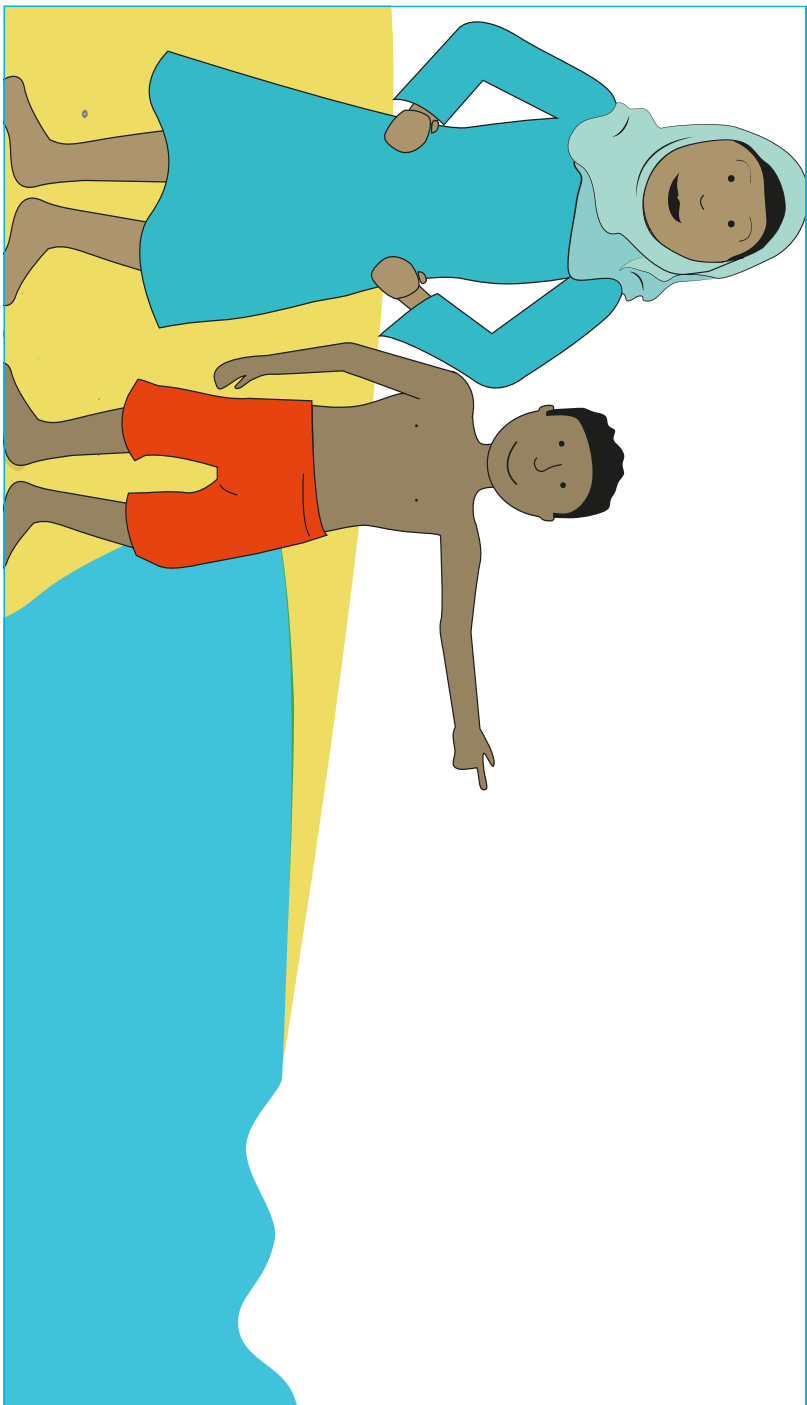If possible, demonstrate to the class how to put on a lifejacket.

Teaching prompt

Ask the students if they have ever worn or seen a lifejacket. Where did they see it?

Ask the students what kinds of floating objects they could hold onto if no lifejacket is available.

Keep yourself safe:
7. Always tell someone when and where you are going near water

Keep yourself safe:
7. Always tell someone when and where you are going near water

Why?

If you get into difficulty then someone will know where you are, and they can come and help you if needed.

Action

• Make sure that you tell someone exactly where you are going, when you will return and the route that you will take there and back so they know where to find you.
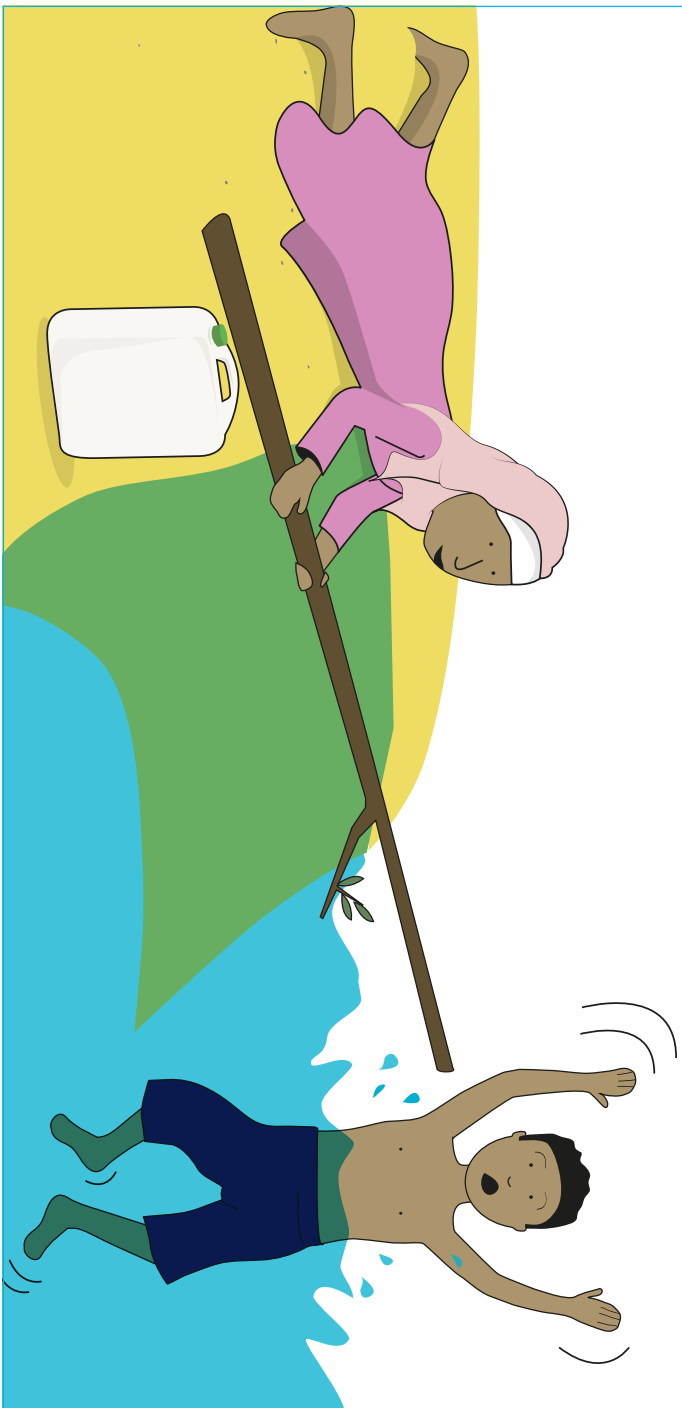
Teaching prompt

Ask the students who they would tell if they were going near or entering the water.

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Why?
Learn how to keep other people safe when they are in or near water.

Keep yourself safe:
8. Learn safe ways of helping others without putting yourself in danger

Why?

Rescuing a person from the water by swimming to them can be very dangerous.

Many people drown while trying to rescue other people.

Action

- If you see someone in difficulty in the water, use a long object such as a stick to reach them, or throw them a floating object such as a water container.

- If you cannot find a stick or floating object, go and get help.

Teaching prompt

Ask students what floating objects they could use to throw to someone to help rescue them.

Keep others safe:
9. Constantly supervise children in or near water
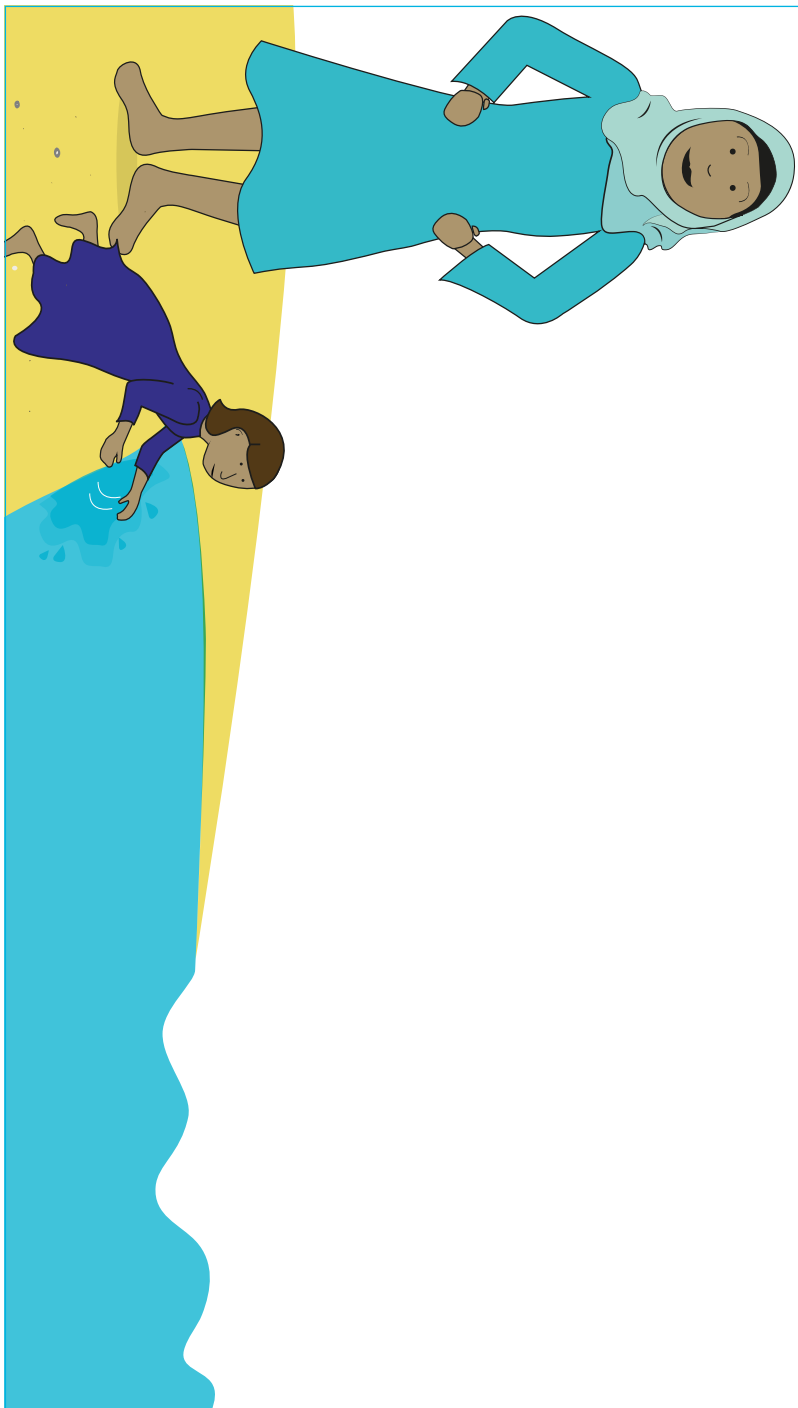
Keep others safe:
9. Constantly supervise children in or near water

Why?
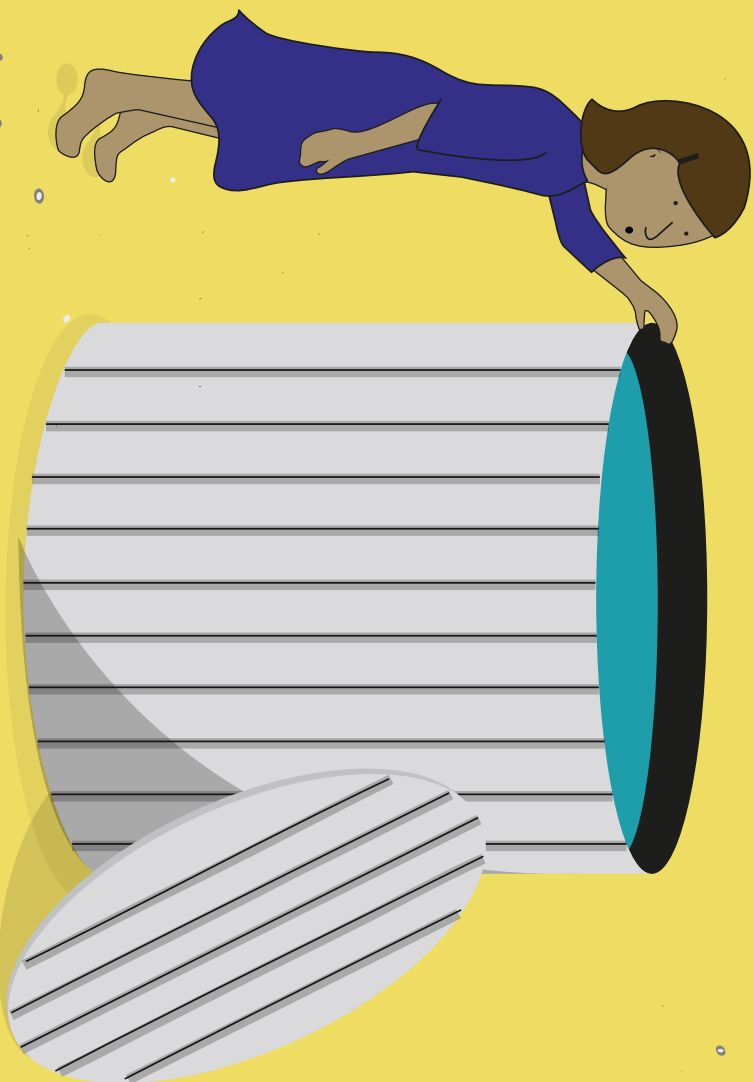A child can easily walk out of sight and fall into water.

Action
• Never leave a child alone when they are in or near the water.
• If you have to do another activity at the same time, ask someone else to supervise the child.

Teaching prompt
Ask students what kind of things could distract them when supervising a child.

Keep others safe:
10. Keep your home safe

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Keep others safe:
10. Keep your home safe

Why?
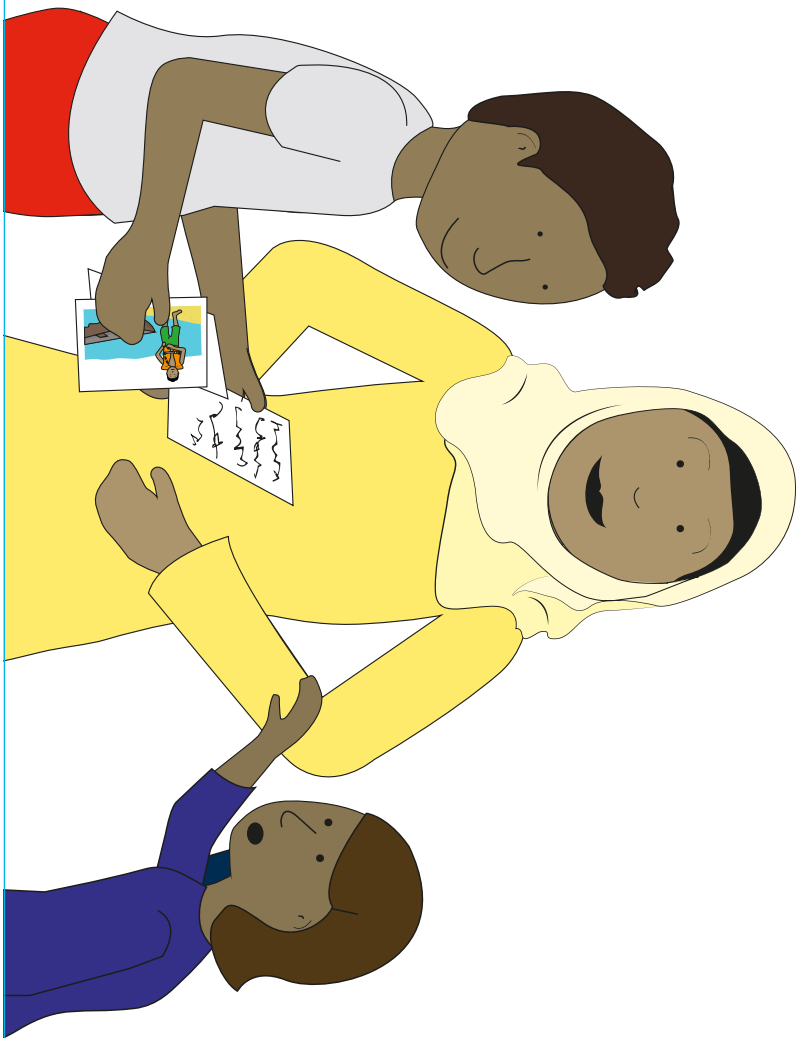Children may fall into unprotected water in or around the home.

Action
• Remember to cover buckets, toilets and water storage tanks.
• Always close doors and gates to stop small children from wandering outside alone.

Teaching prompt
Ask the students what kind of waterbodies they have in and around the home.
What could they do to protect them?

Aim

The aim of Module 2 is to provide students with the practical skills they need to save themselves if they get into difficulty in the water, and to rescue others in difficulty.

Learning outcomes

5.1   Know the length of time needed to run the module.
Know the skills and qualities needed to become a swimming teacher.
Know the equipment needed to run the module.

5.2   Understand how to identify a safe teaching area.
Be able to set up a safe teaching area.
Be able to check a teaching area for dangers.

5.1 Resources

Training in Self-Survival and Rescue requires:

• students to teach

• time to deliver all the sessions

• competent teachers

• the teaching resources suggested in this manual

• teaching equipment

• a suitable swimming venue.

Time

The length of time it will take students to learn all the skills in this Self-Survival and Rescue module will vary depending on many factors. However, most students will be able to complete the module over a period of 15–20 hours.

Getting students to a suitable teaching location may be difficult so the module is broken down into 15 sessions, each with a specific learning outcome.

Each session has been designed to be taught over a period of approximately 90 minutes. It is recommended that at least one rest break takes place during this period.

As teachers and organisations become more experienced in their teaching and management of the sessions, they may wish to adjust the session plans as required.

Teachers

A key component of the Self-Survival and Rescue module is that students also need to be taught the key water safety messages. Teachers therefore also need to be proficient in delivering Module 1: Community Awareness – Key Water Safety Messages.

Teachers have a responsibility for the welfare of the students. They must ensure that safety is maintained throughout the lesson.

In addition to the skills and qualities recommended for becoming a Community Awareness teacher (see page 18), it is recommended that Self-Survival and Rescue teachers are:

- at least 16 years old
- of good standing within the local community
- competent swimmers able to swim at least twice the length of their teaching area
- competent in conducting a rescue
- competent in delivering first aid when necessary.

Teaching equipment

Using suitable teaching equipment will greatly assist teaching water survival skills to beginners.

Floating object

A floating object is an important piece of equipment that can be used to provide support to a student while they are gaining confidence in the water.

In some countries, specialist floating objects have been developed that are specifically designed for teaching swimming. However, in areas where specialist equipment is not available or too expensive, alternative locally sourced equipment may be used.

A floating object must be:

• easy to hold on to

• easy to move through the water

• capable of keeping the student afloat in the water.

All students will require a floating object throughout the Self-Survival and Rescue module.

Examples of suitable floating objects include:

Swimming float

A swimming float is specifically designed for teaching swimming. They are usually made of foam and can be found in many sports shops. They may be rectangular in shape, or long, round and thin.

Advantages:

Easy to hold.

Disadvantages:

Relatively expensive and not available in many areas.

Water container

An empty water container (at least 5 litres) can easily hold the weight of a child or adult. Most containers have a handle that a student can hold onto in the water. The container

should be cleaned well before use.

Advantages:

Cheap and available in most areas.

Disadvantages:

Not as easy to hold onto as a swimming float.

5.2 Selecting a safe teaching and swimming area

Identifying a safe teaching area

The type of waterbody used to teach in will vary depending on the season and the geography of the local environment. Some organisations may have access to a purpose-built swimming pool, but many will have to use a river, lake, pond or the ocean.

If the water is on private property, it is important that permission is gained from the site owner prior to the training taking place.

The safety and suitability of the area will be influenced by a number of factors:

Weather and tide

Why: Natural waterbodies can change dramatically depending on the weather and, in some cases, the tide. An area may be safe when it is sunny but dangerous after rain.
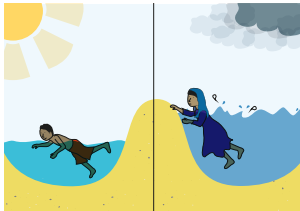
How to protect: Ask a local person how the conditions of the waterbody change with the weather and the tide.

Water depth

Why: Students may step or fall into deep water beyond their capability.

How to protect: The depth of water suitable for teaching swimming will vary depending on the standard of the students. Beginners should be taught in chest-deep water but, as their ability and confidence increase, the water depth can be increased.

Water speed

Why: If the water speed is too fast then students will struggle to undertake the activities, and the teacher will be unable to watch the class effectively.

How to protect: Try to find an area where the water speed is as slow as possible, ideally less than half the walking speed of the people you are teaching. Check by throwing a floating object into the water.

Strainers

Why: A strainer is an object that allows water to pass through it. Strainers are extremely dangerous because they can hold people against them. The example of a strainer illustrated shows the branches of a fallen tree.
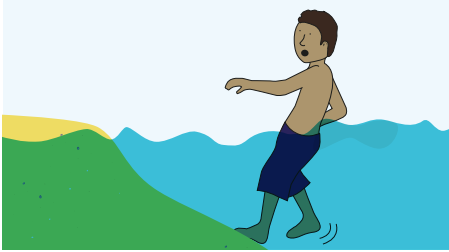

**How to protect:** Swimming lessons and activities should never be taught upstream of a strainer.

Slope

Why: If the slope is too steep the students may accidently move into water beyond their depth. With a steep slope it is also difficult to gradually increase depth to build confidence.

How to protect: A teaching area with a shallow slope should be used. Carefully walk around the teaching area to make sure there are no holes or steep slopes that students could fall on.

Underwater objects

Why: Students may injure themselves on large or sharp objects, or get tangled in rope or plants. Common dangers include weeds, large rocks and broken glass.
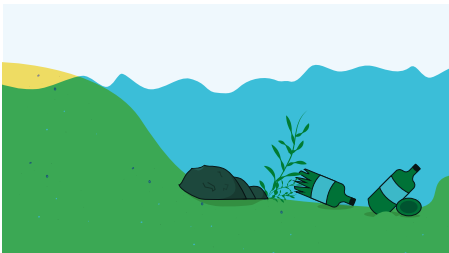
How to protect: Carefully walk around the teaching area to make sure it is clear from dangerous underwater objects.

Wild animals

Why: Dangerous animals may cause injury to students or teachers during a lesson. These animals may be found in the water or in the teaching area around the water. Examples include crocodiles, sharks and ants.
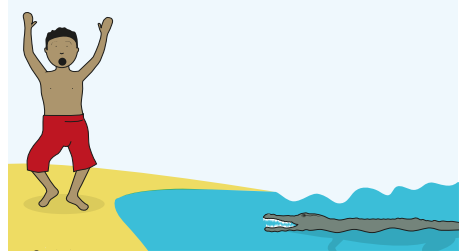
How to protect: Speak to local people to find out if there are any known dangerous animals in the area.

Waterborne disease

Why: Many diseases are contracted through contact with infected water.

How to protect: Avoid teaching in water known to contain disease. If you are unsure then contact your local public health authority.

Pollution

Why: Swimming in polluted water can cause serious illness.

How to protect: Avoid teaching in water close to sewage, agricultural drainage outlets, industrial areas or ports. If in doubt, contact your local public health authority.

Swimming area – suitability checklist

Use the checklist below to identify an area that is suitable for teaching swimming.

If you answer *no* to any of the questions then the area is not suitable for teaching and another area should be found.

In addition to the checklist, thorough consultation should be undertaken with local people to ensure the area contains no additional hazards.

Consideration	Yes	No	Unknown
Do people regularly enter the water?			Ask local people for advice.
Is the water flow less than half walking speed?			Check by throwing a stick into the water.
Is the area downstream clear of strainers?			Walk downstream of the area looking for debris.
Is the area free from sudden changes in water depth?			Check by walking through the teaching area.
Is there a shallow slope?			Check by walking through the teaching area.
Is the teaching area free from dangerous underwater objects?			Check by walking through the teaching area.
Is the teaching area free from dangerous animals?			Ask local people for advice.
Is the water free from waterborne disease?			Ask local people or public health authorities for advice.
Is the water free from pollution?			Ask local people or public health authorities for advice.

Setting up a teaching area

After selecting a safe area to teach swimming it is important that the area is clearly marked out.

A clearly marked teaching area:

• reduces the chances of students walking or swimming into dangerous water

• allows you to keep students together, making it easier to watch students when they are practising swimming

• allows the teacher and students to see progress because they can see how far they have to swim.

The teaching area should be large enough to run lessons safely. Students should have enough room to practise their skills, and the teacher should be able to reach the students quickly if they get into difficulty.

To mark out the teaching area you will need:

Brightly coloured rope that floats

Sinking objects
(such as water
containers full
of sand)

Floating objects
(such as empty
water containers)

To mark out the teaching area:

• Place a sinking object in each corner.

• Place a floating object on the surface in each corner and anchor it to the sinking object using rope.

• Connect the floating objects using rope.

• Attach more floating objects to the rope to keep it afloat.
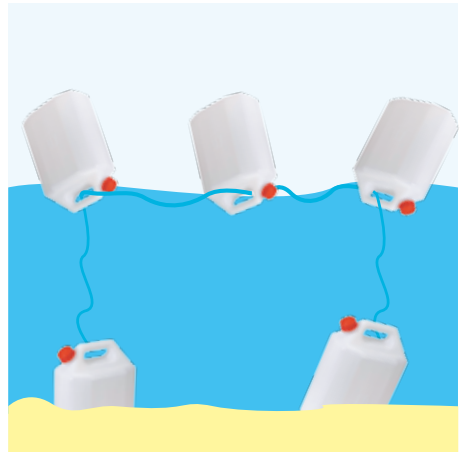
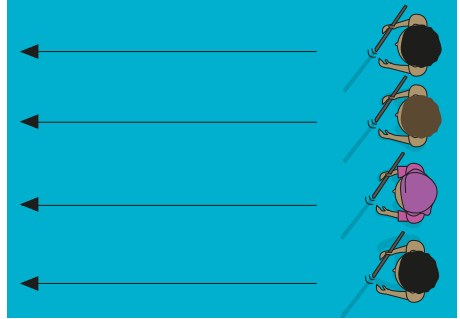If in a tidal area, check the depth of the water every 10 minutes and adjust the area if necessary.

Checking the teaching area

The easiest way to check for submerged dangers is to walk slowly and carefully around the teaching area, feeling for underwater dangers in front of you using a stick.

Never check the area alone in case you get into difficulty.

Starting in a corner, zigzag slowly through the teaching area while using a stick to check under the water. Continue this process ensuring that you cover all the teaching area.

If more people are available, line up shoulder to shoulder in a straight line along the edge of the teaching area. Move forward together, checking for submerged objects until you reach the other side.
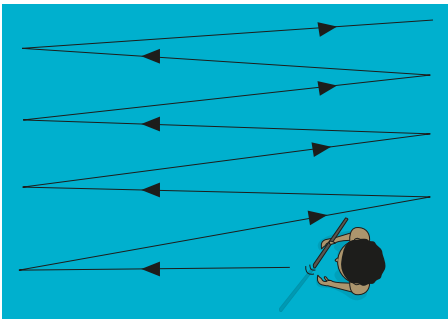
Learning outcomes

6.1 Know the teacher's clothing.
Understand sun safety.

6.2 Know how the teacher can keep the students safe.
Know how to organise and prepare a class.
Understand the things to consider when organising class sizes.
Understand how to group students into classes.

6.1 Safety of the teacher

Swimming teachers will spend many hours in or near water and may be exposed to many natural hazards. These hazards may be minimised by being aware of the dangers and taking simple precautions.

Correct clothing

Suitable clothing allows a teacher to be visible and easily identified by students and other teachers. It also makes the teacher look professional.

Clothing used while teaching should protect the teacher from the sun and be comfortable to work in. It should allow the teacher to perform all necessary duties, including conducting a demonstration in the water or rescuing a student in difficulty.

Having clean and professional-looking clothing increases the perceived authority of the teacher and will make it easier for the teacher to interact with students and parents.

Teachers should cover their skin with clothing wherever possible.

Sun safety

The sun radiates light to the earth, and part of that light consists of invisible ultraviolet (UV) rays. When these rays reach the skin, they cause tanning, burning and other skin damage.

Exposure to the sun can result in the development of skin cancer and eye diseases. Without adequate protection, teachers are at risk of being exposed to too much sun. Sensitivity to the sun will depend on skin type but teachers should be aware of the precautions to take to reduce the risks:
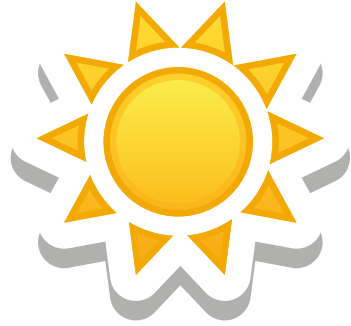
Shade
Whenever possible try to teach in a shaded area.

Cover up
When teaching, if possible wear a T-shirt, a hat with a peak and sunglasses with UV protection.

Sunscreen
In some countries sunscreen is available to reduce exposure to UV rays.

Water
Drink water regularly to avoid dehydration.

6.2 Safety of the students

Keeping students safe

It is the responsibility of the teacher to keep students safe before, during and after the lesson.

To achieve this the teacher must:

- **have a clear understanding of the programme**
  The teacher must have a good understanding of the course content and know how to adapt it to the skill level of the students.

- **have a good understanding of the teaching environment**
  The teacher must be aware of the dangers of the teaching environment and be aware of changing water and weather conditions.

- **have rescue skills**
  The teacher must be able to provide immediate assistance to a student who is in difficulty on land and in the water.

- **be able to organise the class**
  The teacher should be able to organise the class to ensure that the size of the class is appropriate and students are of similar ability.

- **be able to manage the class**
  The class should be under the control of the teacher at all times.

Hazards

The teaching area should always be checked for hazards before use (see page 53).

While using the teaching area:

- Tidy up all equipment before and after use – items left lying around may be tripped over.
- Look out for dangerous animals.
- Be aware of the strength of the sun – ensure students are not exposed to the sun for long periods without regular breaks. Use the sun safety guidelines (see page 59).
- Be aware of changing weather – the weather can change quickly, influencing water flow and teaching conditions.

Appropriate clothing

Some materials absorb a lot of water and can be heavy when wet. It is difficult to learn how to swim in wet clothing.

However, due to cultural or religious circumstances, in many countries it is important that the body is covered. Teachers should encourage students to wear clothing that does not absorb a lot of water and does not restrict movement of the arms.
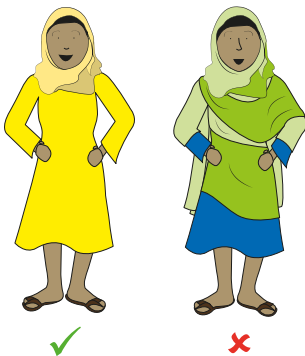
Medical conditions

The teacher should be aware of any medical conditions that the students have, and understand how this may impact their ability to carry out the activities in the water.

If you are unsure, seek medical advice if possible.

Generally, students with the following conditions should be excluded from lessons until they have fully recovered:

- open wounds
- coughs and colds
- sore eyes
- ear infections.

Assistance

All teachers should be able to assist a student if they get into difficulty during the lesson. A student may need rescuing when in difficulty or if they are injured.

Organising the class

Class size

It is important to make sure that class sizes are suitable so that:

- students are able to hear and see the teacher
- students are able to progress at the correct pace
- students have enough room to practise
- it is possible to ensure the safety of the students.

The size of a swimming class will depend on:

- **the skill level of the students**
  Beginners will need more input from the teacher.
- **the learning pace of the students**
  People learn at different speeds. Slower learners will need more attention from the teacher.
- **the experience of the teacher**
  An experienced teacher may be able to manage a larger number of students.
- **the size of the teaching area**
  Students should have enough room to practise comfortably the skills they learn during the lesson.
- **the safety of the environment**
  The safety of the students is the most important factor when determining the size of a class. For students to be safe during the lesson the teacher must be able to maintain regular contact with all students and assist them in an emergency.

While organisations will determine their own limits on the number of students that a teacher can teach, it is recommended that:

- **inexperienced teachers teach a maximum of 6 students at a time**
- **experienced teachers teach a maximum of 10 students at a time.**

Grouping students

Students will progress at different speeds as a result of many different factors. However, the best progress occurs when students work with others of similar abilities.

Ability may be self-assessed by asking the students how far they can swim, or it could be formally assessed by the teacher at the start of the course.

Once the students have been assessed there are two ways to group the students:

Group between classes

A large number of students may be grouped into separate classes according to their ability.
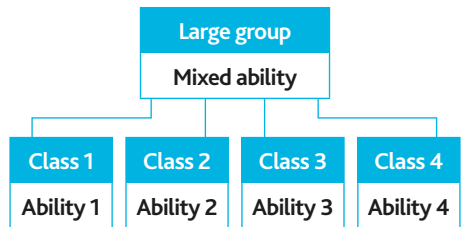
Group within a class

A small number of students may be grouped into separate abilities within the *same* class.

The teacher should set different goals for different abilities and, for safety reasons, always make sure that students of the lowest ability are placed closest to the teacher.
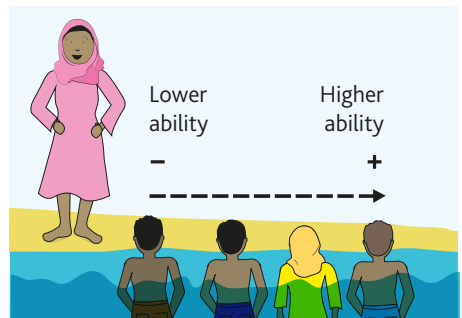
Organisation and safety checklist

To check the safety of students during the
lesson, regularly assess the checklist below:

Consideration	Yes	No
Are the students of similar ability?		
Is the class size suitable for the ability of the teacher?		
Can the teacher see all of the students?		
Can the teacher hear all of the students?		
Can the students see the teacher?		
Can the students hear the teacher?		
Can the teacher comfortably interact with all of the students?		
Can the teacher get to all of the students within 5 seconds?		
Has the teaching area been checked for hazards?		
Is the teaching area large enough for the number of students?		
Are the students wearing appropriate clothing?		
Do any of the students have medical conditions that might affect their swimming ability?		

Learning outcomes

7.1   Be able to set rules.

7.2   Be able to keep students motivated.

7.3   Be able to manage a class in the water.

7.4   Be able to give a good demonstration.

Teaching survival skills can be a motivating and satisfying job. As with all types of teaching, doing it well requires patience, practice and enthusiasm. It also requires students to understand what is expected of them, and what they should expect from the teacher.

7.1 Setting rules

It is important that all students act safely during the lesson. The teacher must be in full control of the students in their class and be able to clear students from the water quickly in an emergency. During the first lesson, set a code of behaviour for discipline and safety. Repeat the code at the start of each lesson.

Code of behaviour

• Always listen to the teacher – students should only do what the teacher tells them to do.

• Always walk in the teaching area, don't run.

• Remove jewellery and tie back long hair.

• Stand well back from the side before you are told to enter the water.

Walk, don't run.

Remove jewellery.

Dealing with disruptive students

If a student regularly breaks the rules, remove them from the water and sit them in a safe location away from the water. Explain why they have been removed from the class and that they can only return to the class if they agree to follow the rules. If the student agrees then return them to the class.

7.2 Setting expectations

Routine

Students will only turn up to a lesson if they are sure the teacher will be there. Keep to a regular routine:

• Start and finish at a regular time.

• Let students know where they should wait before and after the lesson.
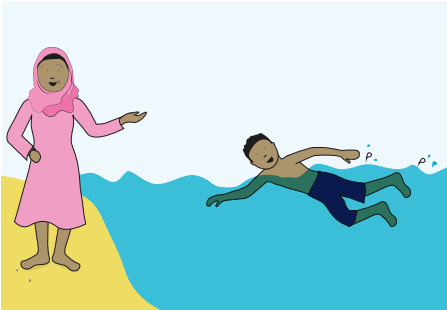
Motivation

Students are more likely to turn up to lessons and progress through the skills they are learning if they are motivated.

Motivation can be achieved by:

• setting short-term achievable goals at the start of the lesson

• setting longer-term goals to be achieved by the end of the course

• providing positive feedback when the student does something well

• building up skills in stages – only advance when you know the previous skill has been done well.

Goals should be set according to the ability of the student. Encouraging a student to attempt something that is not achievable is demotivating for the student and may be unsafe.

Give praise to students who do well.

7.3 Managing the class

Positioning

It is important that the teacher is positioned so that they can always see the students and be able to react quickly to an emergency in the water.

The teacher should never have their back to the students and should never allow the students to enter or exit the water unsupervised.

Always get students to swim into shallow water (usually towards the shore) or parallel to the beach to avoid children stepping into deep water.

Practice

With larger groups of children it may be difficult to observe the students' skills, maintain adequate supervision and ensure that students have enough space to practise.

To reduce the class into smaller more manageable groups, line up the students and alternately give each student a number, 1 or 2, or a group name.

The student can only start practising when the teacher shouts their number or group name.

Students who are not practising should stand still in a line with their head above the water and wait for their turn.
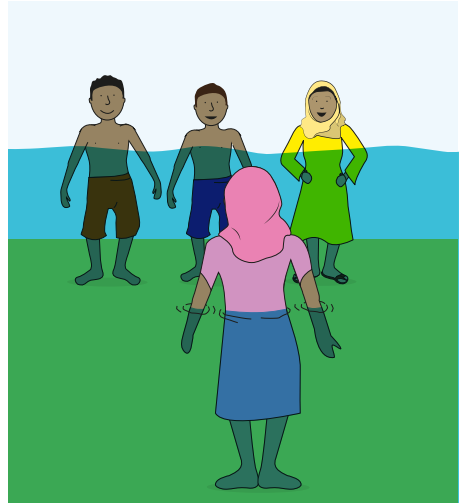
Buddy system

A buddy system is where one swimmer pairs up with another swimmer of similar ability. Each buddy is responsible for looking after the other. If their buddy is having a problem, they can alert the teacher. For older children, a buddy system may also be used to help practise swimming techniques. A buddy of similar strength may be able to support their buddy in the water, with supervision from the teacher. This means more students can practise an activity at one time.

The buddy system should be introduced at the start of every lesson.

7.4 Demonstrations

Students learn faster through imitation.
A demonstration is worth a thousand words and is an excellent way of passing on information to students. If a student sees you doing something, they will believe it is correct.
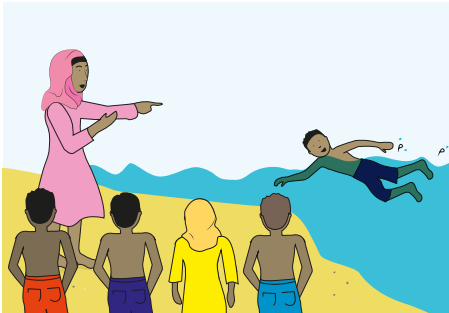
When giving a demonstration you should:

- keep the demonstration simple and only demonstrate the point you are trying to make

- make sure the students can see the demonstration

- make sure the students are out of the water if the demonstration is done in the water

- make sure all the students can see and hear you if the demonstration is being done out of the water

- carry out the demonstration in the same direction you want the students to swim in.
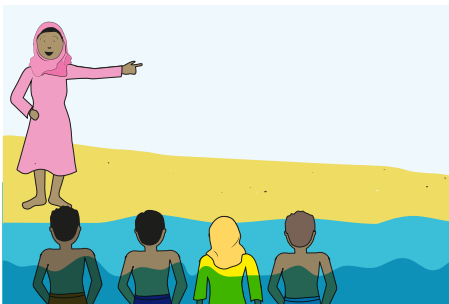
Learning outcomes

8.1 Know how to get help.
Know how to manage the rest of the class in an emergency.
Understand the types of rescue.

8.2 Be able to do a reach rescue.
Be able to do a land-based throw rescue.

8.3 Be able to do a wade rescue.
Be able to do a swim rescue with a floating object.
Be able to do a swim rescue without a floating object.

8.1 Preparing for a rescue

Although effective lesson preparation will reduce the risk of most accidents, it will not stop all accidents from occurring. A swimming teacher must be prepared to take emergency action to provide assistance to students in the water and on the shore.

Getting help

It is important that other teachers and students are aware that a rescue is taking place. They may be able to provide assistance with the rescue or go for further help if necessary.

To signal that you are taking emergency action, shout for help and blow on your whistle 3 times:
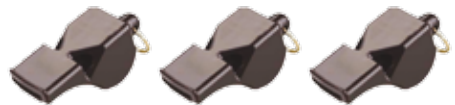
Managing the class in an emergency

Move students to a safe area

While conducting the rescue, other students may still be in the water. It is important that they move into a position where they are safe.

Use voice and hand signals to encourage students to swim to the side or to a safe area where they can stand and wait for further instructions from the teacher.
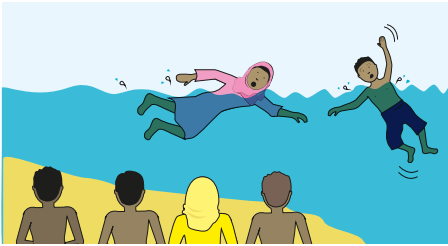
Establish voice contact

During the rescue it is important to establish and maintain voice contact to calm the student and provide instructions on how they can assist themselves.

In some cases, providing instructions – such as 'put your feet on the bottom and stand up' – may be enough to get a person out of difficulty without having to conduct a rescue.
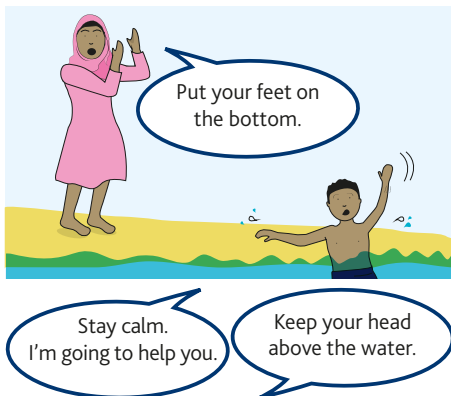
Types of rescue

Rescuing a person is dangerous, and many people drown each year while trying to help someone else in the water.

A number of different rescue options may be available to a teacher, and it is important that the teacher is competent in all of them.

Land-based rescues	Water-based rescues
• Reach rescue. • Throw rescue.	• Wade rescue. • Swim rescue with floating object. • Swim rescue with no floating object.

8.2 Land-based rescues

Conducting a rescue from land or very shallow water is the safest type of rescue for a teacher as it does not require entry into dangerous water or direct contact with a drowning person.

If the teacher is teaching from land and notices a student in difficulty they should always attempt to conduct a land-based rescue before entering the water to undertake a swimming rescue.

Reach rescue

When?	When the person in trouble is close to shore.
Why?	It is the safest type of rescue.
How?	Follow steps 1, 2 and 3 below.

Step 1
• Reach the person using a long rigid object, such as a stick or pole.

Step 2
• Stay low on the ground so that the person cannot pull you into the water.

Step 3
• Pull the person into the side.

Throw rescue

When?	If the person in trouble is close to shore but too far away from the shore to conduct a reach rescue.
Why?	Reduces the risk to the rescuer – no need to swim.
How?	Follow steps 1, 2, 3 and 4 below.

Step 1
• Attract the attention of the person in trouble.

Step 2
• Throw a floating object, such as a rope or water container, to the person.
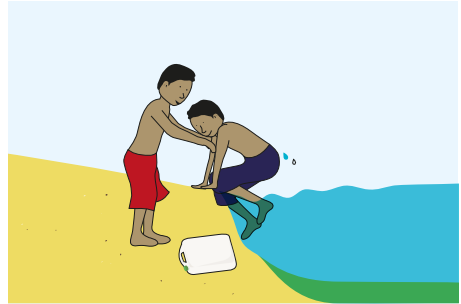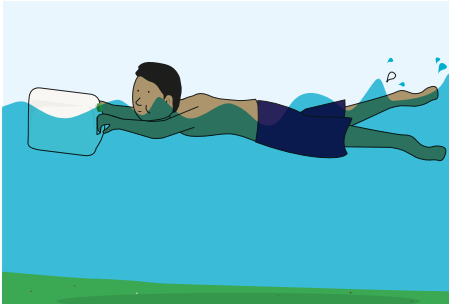
Step 3
• Tell the person to kick their legs and swim in to the side.

Step 4
• Help the person out of the water.

8.3 Water-based rescues

Wade rescue

When?	If the person is close to shore and in shallow water. The person may have stepped into a 'hole'.
Why?	Reduces risk to rescuer – no need to swim. Does not require a floating object.
How?	Follow steps 1, 2, 3 and 4 below.

Step 1
• Attract the attention of the person.

Step 2
• Enter the water carefully, taking a stick/pole with you if possible to test the water depth and for the person to hold onto.

Step 3
• Pass one end of a stick/pole to the person.

Step 4
• Help the person out of the water.

Swimming rescues

In many cases the teacher will be in the water when a student gets into difficulty, or the student will be beyond the reach of a land-based rescue. Rescues that require the teacher to swim are more dangerous than rescues from the land because:

• of the dangers of the water

• those being rescued may panic and grab the teacher.

A swimming rescue should only be attempted if there is no option of a land-based rescue.

Where possible, floating rescue equipment should be used to help with the rescue of a conscious person. However, if rescue equipment is not available – or the person is unconscious – then the teacher must be able to pull the person back to shore.

1. Entering the water

Find the location of the person in trouble before entering the water.

If the depth of water is unknown – or there may be submerged objects – then run or wade up to chest depth before starting to swim.

2. Swimming to a person in trouble

When swimming to a person in difficulty, the swimming teacher should swim on their front and bring their head out of the water regularly to look at the casualty.

The teacher should shout to the person so that they know help is coming.

3. Approaching a person in trouble

A distressed person may try to grab the teacher if they get too close. The teacher should keep a safe distance away (3 metres) so they can try and calm the person down by talking to them.

If the teacher has a rescue aid that will float then this should be thrown to the person while maintaining a safe distance.

Safe distance
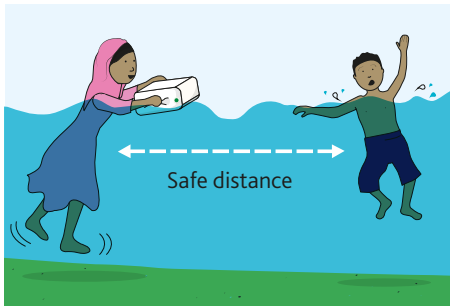
If the teacher has no rescue aid then they must get into a position where they can avoid the grasp of the person, pull them into a horizontal position and prepare to pull them back to shore.

This is best achieved by the teacher moving behind the person.

4. Returning a person to shore

Sidestroke

When towing a casualty back to shore, the teacher only has one arm close to the surface.

Normal swimming techniques will not work so the teacher must learn a swimming stroke that allows them to swim while towing a casualty.

The most effective way is for the teacher to swim using a sidestroke – on their side with their hip facing the sky. The legs are kept slightly bent and kicked in a scissor action. The lower hand reaches out in front of the teacher and is used to pull water down to the hips.

Pulling with a floating object

When a floating object has been used for the rescue, the teacher can hold the object rather than directly holding onto the person.

The teacher should hold the object with one hand and pull the person back to the side.

Pulling with no floating object

Where no floating object has been used for the rescue then the teacher must have direct contact with the person to pull them back. There are a number of different ways to hold a person in trouble.

Cross-chest

The cross-chest tow allows the teacher to have good control over the person and is best suited for helping a panicking person. This helps the person feel more secure as their head is out of the water, and they stay in close physical contact with the teacher.
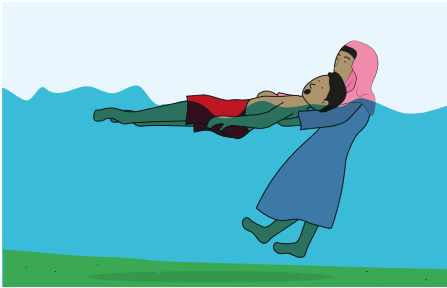
- The teacher reaches over the shoulder and across the chest, and grasps the person just below the armpit.
- The teacher tucks the person's shoulder securely into their own armpit.
- The teacher turns onto their side so that their hip is directly beneath the lower section of the person's back.
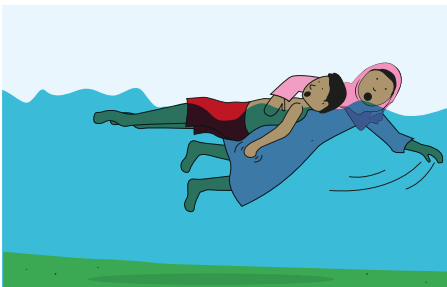
Close-chin

The close-chin tow is used to give extra support to the person in trouble. It allows the teacher to talk to and monitor the person while bringing them to shore. This gives a greater sense of security to the person and greater control to the teacher.
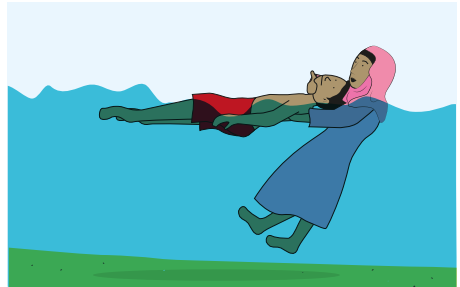
- Leaning backwards, the teacher reaches over the shoulder of the person and cups the person's chin in the palm of their hand.
- The teacher places the other hand under the person's armpit moving the person into a horizontal position.
- The teacher then releases this hand and swims with their free arm and legs.
- The teacher moves the head of the person onto their shoulder and pulls the person to shore.

9.1 Core skills

There are nine core skills that a student must develop to achieve competency in Self-Survival and Rescue. These core skills can be categorised into three sections:

Section 1: Orientation

Section 2: Stroke

Section 3: Help

Orientation

1.   Entry/exit – the student is able to enter and exit the water safely.

2.   Movement – the student is confident moving through the water.

3.   Breathing – the student is able to control their breathing.

Stroke

4.   Floating – the student is able to float in the water on their front and back.

5.   Push and glide – the student is confident in gliding through the water.

6.   Kicking – the student is confident kicking their legs on their front and back.

7.   Arms and legs – the student is confident using their arms to move through the water.

Help

8.   Self-rescue – the student is able to self-rescue.

9.   Rescuing others – the student is able to perform a land-based rescue.

9.2 How to teach the core swimming skills

The Self-Survival and Rescue module has been broken down into 15 sessions, each with specific outcomes. It is important that all outcomes are achieved before moving onto the next session.

Each session should take approximately 90 minutes and should contain a break after approximately 45 minutes. The sessions may be taught over a short period, or over a longer timescale. It is the responsibility of the teacher to ensure that students are competent in all the skills necessary to pass the final assessment.

Progression

There are 15 sessions, placed into three stages, along with an assessment.

Within each stage (apart from the Assessment), each session has the three core skills – Orientation, Stroke and Help.

All of the sessions in each stage must be completed before moving onto the next stage.

Stage	Session	Description
1. Beginner	1, 2, 3, 4, 5	The students are taught with one-to-one physical support from a teacher or friend.
2. Intermediate	6, 7, 8, 9	The students practise with the support of a floating object.
3. Advanced	10, 11, 12, 13, 14	The students practise with no support.
Assessment	15	The students have time to practise their skills and complete a formal assessment.

9: Teaching requirements

Session schedule

	Activity/Session	Beginner					Intermediate					Advanced					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Orientation	Entry/exit	Demonstrate safe entry and exit.	Demonstrate safe entry and exit.	Demonstrate safe entry and exit.			Demonstrate safe entry and exit.	Demonstrate safe entry and exit.	Demonstrate safe entry and exit.		Demonstrate safe entry and exit.	Demonstrate safe entry and exit.	Demonstrate safe entry and exit.			
Orientation	Movement	Hold onto buddy, walk and run through chest-deep water.	Hold onto buddy, jump and hop through chest-deep water.				Hold onto floating object, walk and run through chest-deep water.	Hold onto floating object, jump and hop through chest-deep water.			On your own, walk and run through chest-deep water.	On your own, jump and hop through chest-deep water.				
Stroke	Breathing	Wash face and hair in water.	Blow bubbles in the water.	Blow a floating object across the surface of the water.			Submerge face underwater several times and blow bubbles.	Touch the bottom several times while blowing bubbles.	Sit on the bottom several times while blowing bubbles.							
Stroke	Floating		Float on front with support from the teacher, then put feet on bottom.	Float on back with support from the teacher, then put feet on bottom.				Hold onto a floating object, float on front, then put feet on bottom.	Hold onto a floating object, float on back, then put feet on bottom.			On your own, float on front and then put feet on bottom.	On your own, float on back, then put feet on bottom.			
Stroke	Push and glide		Push and glide on front with support from the teacher.	Push and glide on back with support from the teacher.				Hold onto floating object, push and glide on front.	Hold onto floating object, push and glide on back.			On your own, push and glide on front.	On your own, push and glide on back.			
Stroke	Kicking	With forearms on bottom, kick legs on back.	Kick legs on front with support from the teacher.	Kick legs on back with support from the teacher.				Hold onto floating object, kick legs on front.	Hold onto floating object, kick legs on back.			On your own, kick legs on front.	On your own, kick legs on back.			
Stroke	Arms / Arms and legs		Paddle arm while standing still in the water.				Hold onto floating object, paddle arm while walking, with face in the water.	Arms and legs: hold onto floating object, arm paddle with face in the water.	Arms and legs: hold onto floating object, arm paddle while kicking, with face in the water.		On your own, arm paddle while walking.	Arms and legs: on your own, combine legs and arms to swim.	Arms and legs: on your own, combine legs and arms to swim.			
Help	Self-rescue			Roll from front to back with support from the teacher.			Hold onto floating object, practise treading water using legs only.		Hold onto floating object, roll from front to back.		On your own practise treading water.		On your own roll from front to back.			
Help	Rescuing others	Shout and signal rescue.					Reach rescue.	Throw rescue.			Wade rescue.					

Session 4, 5: Practice session
Session 9: Practice session
Session 13, 14: Practice session
Session 15: Assessment session

9.3 Registration and assessment

Registration

It is important to take a register at the start of every session. This is to ensure that you:

• know how many students are in each session

• know if a student misses a session

• have a record of the total number of students you have taught.

Assessment

Students should be continuously assessed throughout the course to ensure that they achieve the learning outcomes of each session.

At the end of the course a formal assessment should take place to ensure that the students are capable of:

• swimming continuously

• floating on their back

• kicking their legs on their back

• treading water

• demonstrating a land-based rescue rolling from front to back

• demonstrating a land-based rescue rolling from back to front.

Registration and assessment form

Start date:			Attendance at sessions														Assessment (Date: ....)					
			Beginner				Intermediate				Advanced					15							
First name	Last name	Contact details	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Swim	Float	Roll	Tread water	Rescue
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					

Session 1

Learning outcomes

- Understand the Water Safety Messages.
- Demonstrate a safe entry and exit with support.
- Be able to walk and run through chest-deep water with support.
- Be able to take a deep breath and release air slowly.
- Be able to splash face and hair with water.
- Be able to kick in shallow water.

Resources

- Water Safety Messages.
- Flash cards.
- Long sticks.

Water Safety Messages   Time: 35 minutes

Aim: Students have a good understanding of the Water Safety Messages.

Before students enter the water, teach the 10 key Water Safety Messages
(see pages 21–48):

Spot the dangers
1. Know the water and weather conditions before getting in the water.
2. Test the water for depth and underwater hazards before entering.
3. Be aware of animals.

Keep yourself safe
4. Never enter the water alone.
5. Obey all safety signs and warning flags.
6. Know how and when to use a lifejacket.
7. Always tell someone when and where you are going near water.

Keep others safe
8. Learn safe ways of helping others without putting yourself in danger.
9. Constantly supervise children in or near water.
10. Keep your home safe.

Set the rules   Time: 5 minutes

Set a code of behaviour:
- Always listen to the teacher.
- Don't run.
- No fighting.
- Always do what you are told to do – don't do anything unless you are told to do it.

Entry/exit   Time: 10 minutes

Steep-side entry: used to enter the water from a steep side
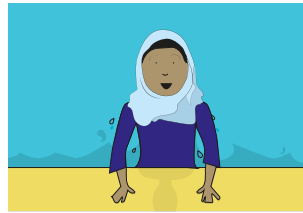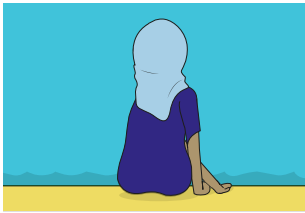
Step 1

- From a seated position, place both hands on one side of your body.

Step 2

- Roll around onto stomach.
- Slowly lower your body into the water feet first and stand or hold onto the side.

Slope entry: used to enter the water from a slope

Step 1

- Find a long stick.
- Use the stick to poke the bottom, looking for any deep areas in front of you.

Step 2

- Walk forward slowly, continuing to check for deep areas.

Steep-side exit: used to get out of the water up a steep side
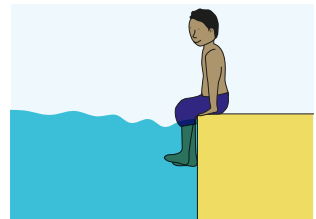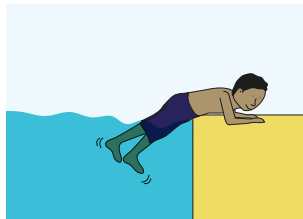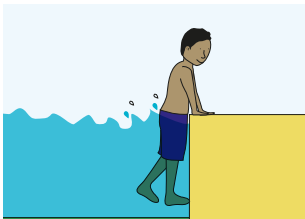
Step 1

- Place hands, shoulder-width apart and jump up so your weight is on your hands.

Step 2

- Place stomach on the side.

Step 3

- Rotate into a seated position.

Movement   Time: 10 minutes

Walk and run through the water   Water depth: **waist–chest level**

Aim: Be able to walk and run through chest-deep water with support.
Support: Students use other students for support.

- Line the students up parallel to the bank at waist depth.
- Walk students parallel to the bank.

Step 1
- Pair up.
- Place both hands on the shoulders of the person next to you.

Step 2
- Make a line and move slowly forward, following the person in front of you.

- As students become more confident, increase speed and water depth.
- Instruct the student at the front to change direction.

Breathing
Time: 15 minutes

Taking a deep breath

Aim: Practise taking and holding deep breaths.
Support: Activity undertaken out of the water.
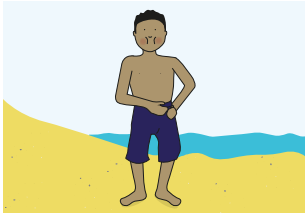
Step 1
• Take a deep breath.
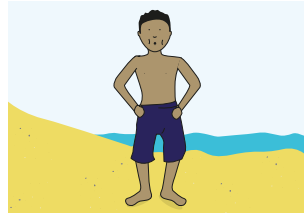
Step 2
• Slowly let the air out of your mouth and nose.

• Repeat breath-holding until the student is comfortable taking deep breaths
  and releasing the air slowly.

Wash face and hair in the water

Aim: Be able to splash face and hair with water.
Support: Students to stand in a circle holding each other's hands for support.
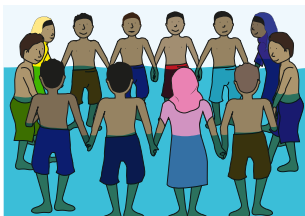
Step 1
• Stand in a circle.
• Hold the hand of the person next to you.

Step 2
• Wash your face and hair in the water.
• Make sure you cover your whole face
  with water!

• Slowly increase the time the students continue to hold hands when their face is lifted out of
  the water. This encourages students not to wipe the water off their face every time they put
  their face in the water.

Kicking   Time: 15 minutes

Kicking on front

Water depth: **knee level**

Aim: Be able to kick their legs
               on their front in shallow water.
Support: Students to support themselves
               on their forearms in shallow water.
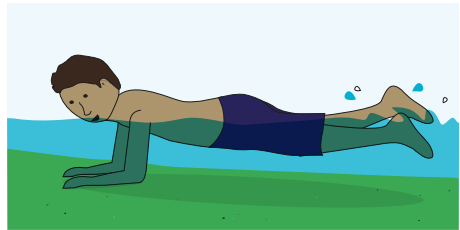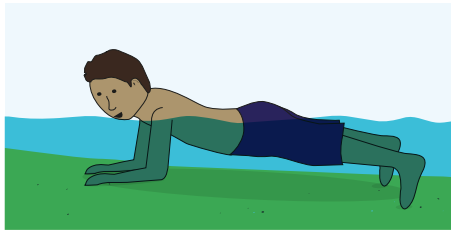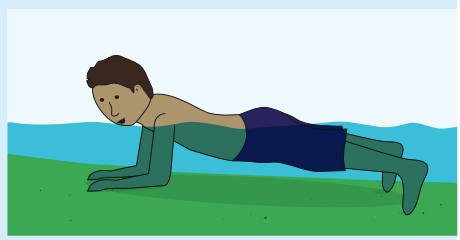
Step 1

- Crouch down in shallow water and put your elbows on the bottom.
- Lean forward in the water.
- Straighten your legs and bring your feet up off the bottom.

Step 2

- Kick your legs alternately.
- Kick from your hips.
- Keep your legs long and loose.
- Keep your knees under the water.

- Engage the students by encouraging them to make as much splash as possible.

Session 2

Learning outcomes

- Be able to demonstrate a safe entry and exit with support.
- Be able to jump and hop through chest-deep water with support.
- Be able to blow bubbles in the water.
- Be able to float on their front for 10 seconds and regain standing position with support.
- Be able to push and glide on their front with support.
- Be able to kick their legs on their front for 10 seconds with support.
- Be able to demonstrate an arm paddle while standing still in the water. Understand the basic principles of a shout and signal rescue.

Resources

- Long sticks.

Set the rules   Time: 2 minutes

Set a code of behaviour.

Entry/exit   Time: 3 minutes
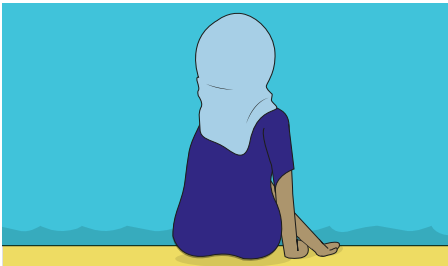
Steep-side entry:

used to enter the water from a steep side
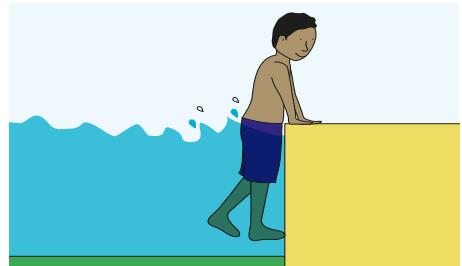
Steep-side exit:

used to get out of the water up a steep side

Slope entry:

used to enter the water from a slope

Movement — Time: 10 minutes

Jump in the water

Aim: Be able to jump and hop through chest-deep water with support.
Support: Pair the students up and ask them to hold onto the hands of their buddy for support.
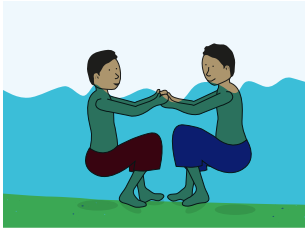
Step 1
- Pair up and hold both your buddy's hands.
- Crouch down into a sitting position.
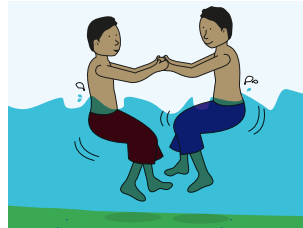
Step 2
- Push off the bottom with both feet so that both feet leave the bottom.
- Try and put both feet back on the bottom at the same time.

Hop in the water

Water depth: **waist–chest level**
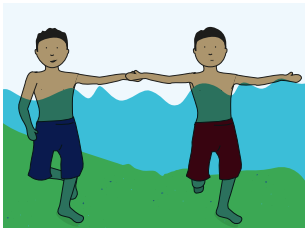
Step 1
- Pair up and hold your buddy's hand.
- Bring one foot off the bottom and balance on one leg.
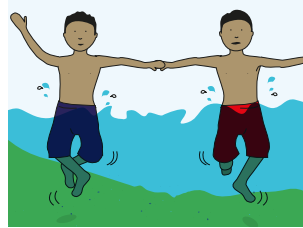
Step 2
- Try and jump on the spot using one foot.

- As students become more confident, gradually increase the depth of the water from waist depth to chest depth.
- Repeat the exercise by moving forwards, backwards and sideways in the water.

Breathing

Time: 10 minutes

Blow bubbles in the water

Water depth: **chest level**

Aim: Be able to blow bubbles in the water.

Support: Students to stand in a circle holding each other's hands for support.
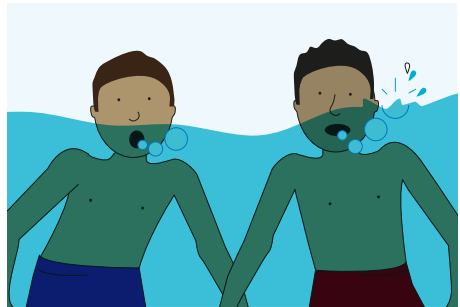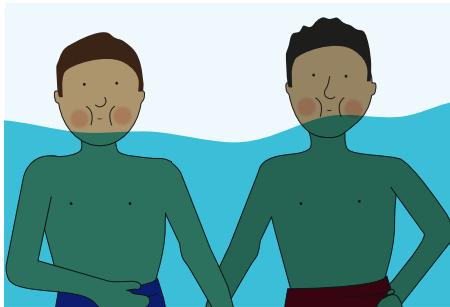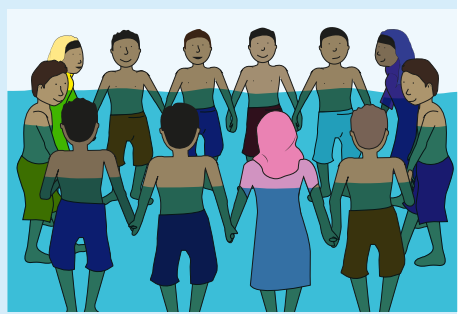
Step 1
- Put your chin in the water.
- Take a big breath.

Step 2
- Put your mouth in the water and blow bubbles.

- Repeat this process until the student is comfortable putting their mouth in the water repeatedly.

Have fun!
- Encourage the students to make a noise like a boat engine.
- Encourage the students to see how many bubbles they can blow!

Floating

Time: 10 minutes

Floating on front

Aim: Be able to float on their front for 10 seconds and regain a standing position with support.

Support: Students to hold the outstretched forearms of the teacher or buddy.

Teacher or buddy should be crouched at shoulder depth.
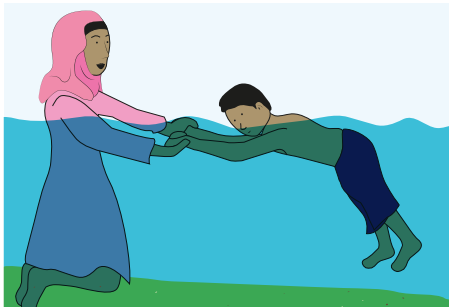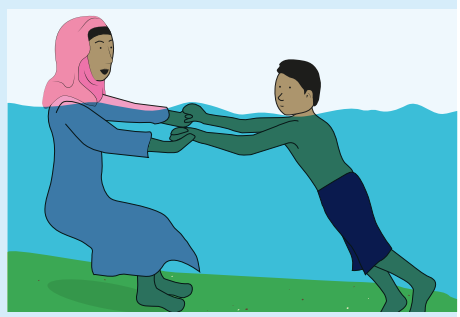
Step 1
- Stretch your arms out in front.
- Take a big breath.
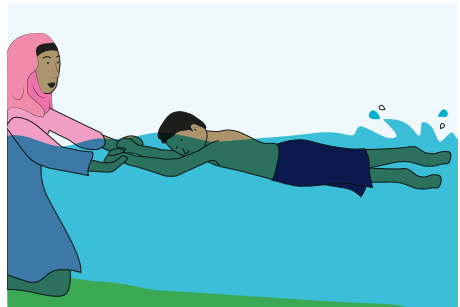
Step 2
- Put your face in the water.
- Stretch your legs out.
- Blow bubbles.

Step 3
- When you have run out of breath bring your knees up to your chest, lift your head, push down on the teacher's hands and put your feet on the bottom.
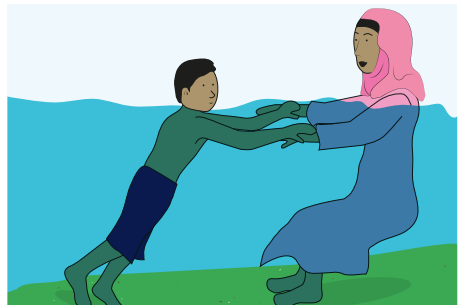
Push and glide
Time: 15 minutes

Push and glide on front

Water depth: **waist–chest level**

Aim: Be able to push and glide on their front with support.

Support: Teacher or buddy to stand in front of the student. Student should push forward and glide into the arms of the teacher/buddy.
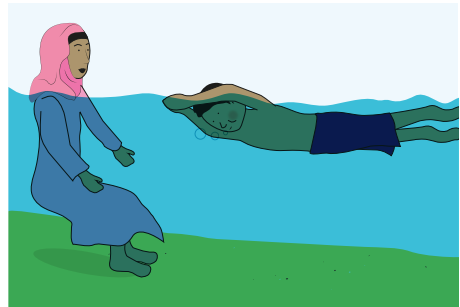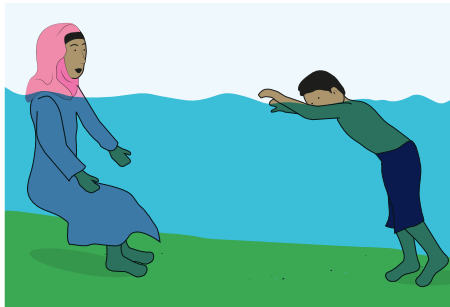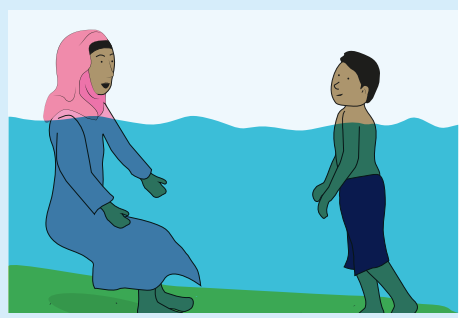
Step 1
- Stretch your arms above your head.
- Take a big breath.
- Bend forward at the waist.
- Put your face in the water.

Step 2
- Lean forward and push hard on your toes so that your body moves through the water and your feet float to the surface.
- Blow bubbles as you move through the water.
- Hold the position until your body stops moving forwards or you run out of breath.

Step 3
- When you have stopped moving or run out of breath bring your knees up to your chest and put your feet on the bottom.
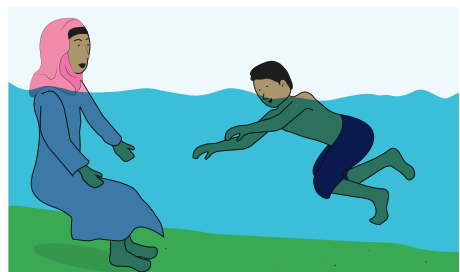
Kicking   Time: 15 minutes

Kicking on front

Aim: Be able to kick their legs on their front for 10 seconds with support.

Support: Students to hold the outstretched forearms of the teacher or buddy. Teacher or buddy should be crouched at shoulder depth.
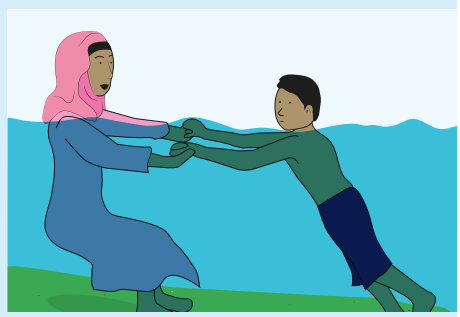
Breathing:
• Students should be encouraged to blow bubbles when their face goes in the water, and to lift their mouth clear of the water to take a breath.
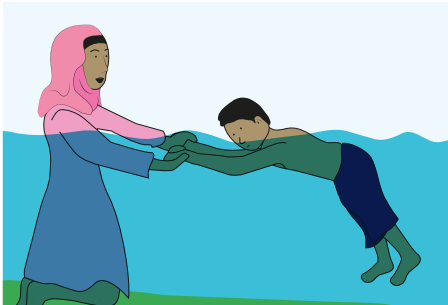
Step 1
• Stretch your arms out in front.
• Push your legs up off the floor.
• Take a big breath.
• Put your face in the water.
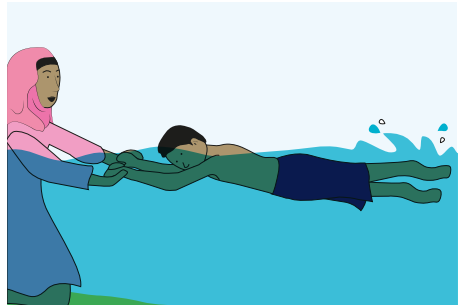
Step 2
• Kick your legs alternately.
• Kick from your hips.
• Keep your legs long and loose.
• Blow bubbles as you kick your legs.

Arms   Time: 10 minutes

Arm paddle while standing still

Aim: Be able to demonstrate an arm paddle while standing still in the water.
Support: Students should undertake the activity with support from the teacher if needed.
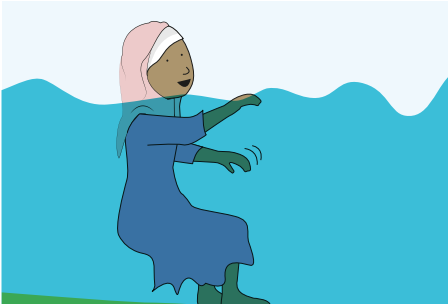
Step 1

• Stand/crouch in the water with your chin on the surface.

• Keep your fingers together.

• Stretch out your arm and reach forward as far as you can with your hand.
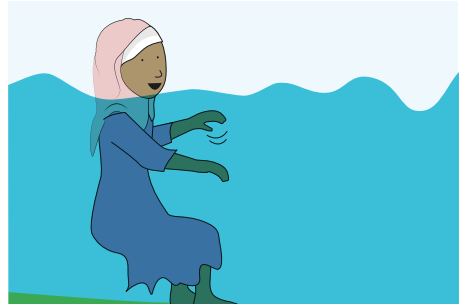
Step 2

• Pull your hand towards your chest.

• Alternate between hands.

Have fun!

• Ask the students to pretend they are scooping food into a mouth at the top of their chest!

Rescuing others   Time: 15 minutes

Shout and signal

If a person is panicking in the water then shouting clear instructions to them may be enough to encourage them to the side.

Water depth: **waist level**

Aim: Understand the basic principles of a shout and signal rescue.
Support: Students to undertake the activity with no support.

- Pair the students up, with one standing in waist-deep water acting as a person in trouble and the other standing on the side.
- Clear communication is important in all rescues. Tell the students to practise using both their voice and hand signals to encourage the person to the side.
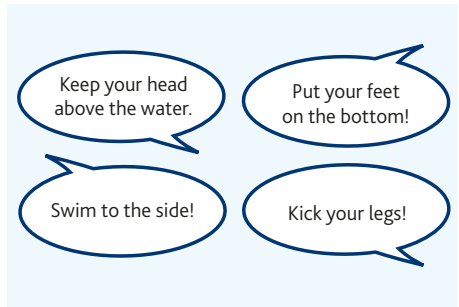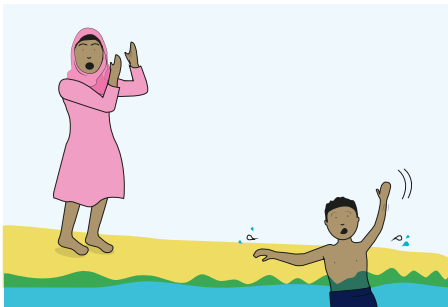
Step 1
- Shout for help.
  If possible get the attention of an adult.
- Get the attention of the person in the water.

Step 2
- Use your voice and hand signals to encourage the person to swim to the side.

Have fun!
- Have a competition to see who can shout for help the loudest!

Session 3

Learning outcomes

- Be able to demonstrate a safe entry and exit with support.
- Be able to place their chin in the water and blow a floating object across the surface of the water.
- Be able to float on their back for 10 seconds and regain standing position with support.
- Be able to push and glide on their back with support.
- Be able to kick their legs on their back for 10 seconds with support.
- Be able to roll from their front to their back with support.

Resources

- Long sticks.
- A floating object for each student.

Set the rules   Time: 2 minutes
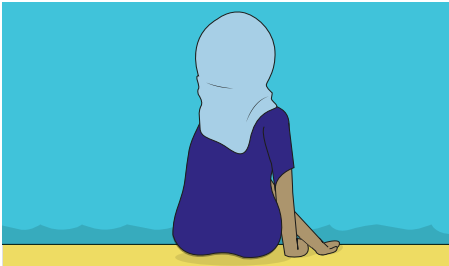
Set a code of behaviour.

Entry/exit   Time: 3 minutes

Steep-side entry:

used to enter the water from a steep side
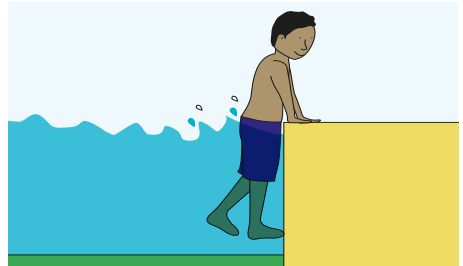
Steep-side exit:

used to get out of the water up a steep side

Slope entry:

used to enter the water from a slope

Breathing   Time: 10 minutes

**Blow a floating object across
the surface of the water**

Water depth: **chest level**

Aim: Be able to place their chin in the water and blow
            a floating object across the surface of the water.

Support: Students to hold a buddy's hand for support if necessary.
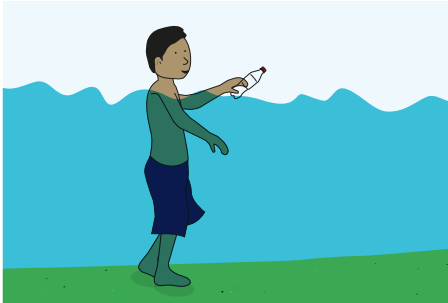
Step 1

• Put your chin in the water.

• Take a big breath.
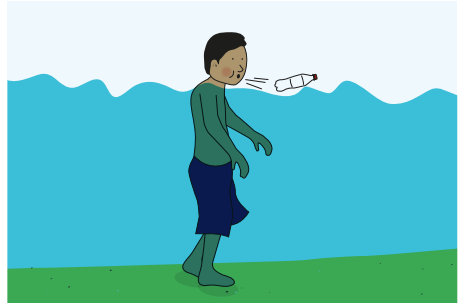
Step 2

• Practise blowing a floating object
  across the surface of the water.

Have fun!

• Set up a start and finish line in the water.

• Get the students to place a floating object on the starting line
  and blow it as fast as they can towards the finish line.

• The first one across the finish line is the winner!

Floating   Time: 15 minutes

Floating on back

Water depth: **waist level**

Aim: Be able to float on their back for 10 seconds and regain standing position with support.

Support: Teacher or buddy should provide support under the shoulder blades, standing behind and to the side of the student.

Teacher or buddy should be crouched down at shoulder depth. Gradually reduce the amount of support given.
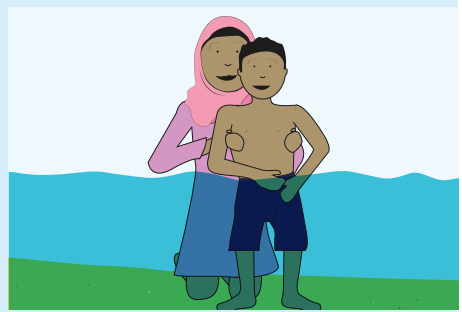
Step 1

- Lie back in the water.
- Put your head back so that you can see your teacher's face.
- Make sure your ears are under the water.

Step 2

- Push your stomach up to the surface of the water.
- Stretch your legs and point your toes.
- Stretch your arms out to the side.
- Relax and keep still in the water.

Have fun!

- Encourage the students to tilt their head back in the water by getting them to look for birds in the sky!

Push and glide

Time: 15 minutes

Push and glide on back

Aim: Be able to push and glide on their back with support.

Support: Teacher or buddy to stand behind and to the side of the student and provide support under the shoulders. If necessary place one hand underneath their back.
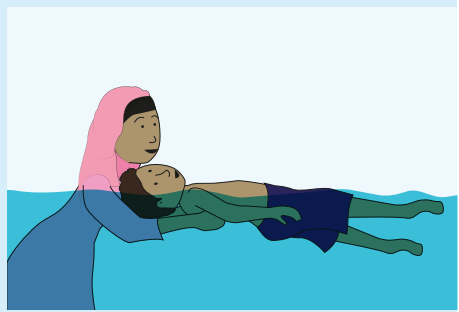
Breathing:
- Students should be encouraged to blow bubbles when their face goes in the water, and to lift their mouth clear of the water to take a breath.
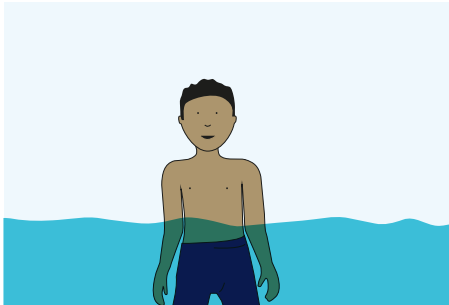
Step 1
- Stand in waist-deep water.
- Put your arms by your side.
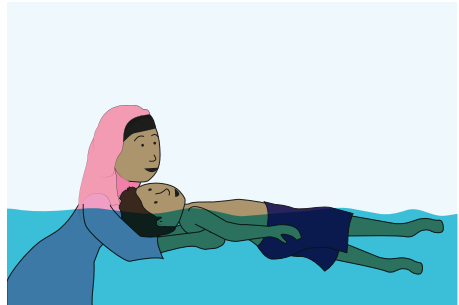
Step 2
- Lean back in the water and push hard on your toes so that your body moves through the water and your feet float to the surface.
- Straighten your legs.
- Hold the position until your body stops moving backwards.

Kicking   Time: 15 minutes

Kicking on back

Water depth: **chest level**

Aim: Be able to kick their legs on their back for 10 seconds with support.

Support: Teacher or buddy to provide support under the shoulders, standing behind and to the side of the student. Teacher or buddy should be crouched down at shoulder depth.
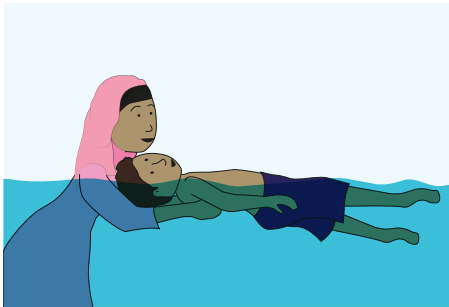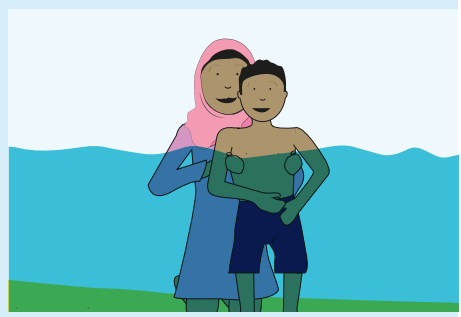
Step 1

- Push your legs up off the floor.
- Push your stomach up.
- Tilt your head back so your ears are in the water.
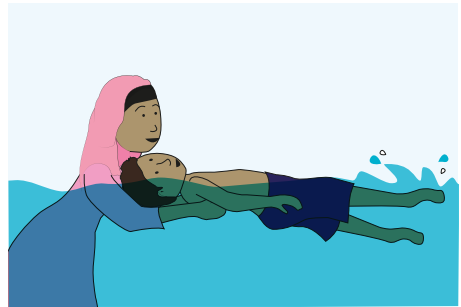
Step 2

- Kick your legs alternately.
- Kick from your hips.
- Keep your legs long and loose.
- Keep your knees under the water.

Self-rescue

Time: 15 minutes

Roll from front to back

Being able to roll from the front to their back allows the student to rest on their back if they become tired while swimming.

Water depth: **chest level**

Aim: Be able to roll from their front to their back with support.

Support: Teacher or buddy to stand behind and to the side of the student.
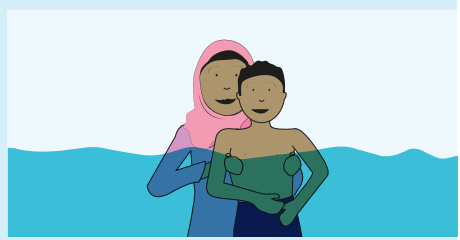
Step 1

- Float on your front in the water.
- Turn your head to one side.

Step 2

- Use your arms to roll your whole body in the direction that you have turned your head.
- Keep rolling until you are on your back.

Step 3

- Relax your body in the water.
- Float on your back.
- Breathe slowly and steadily.
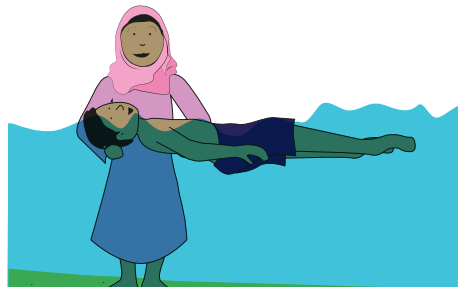
Review and practice

Time: 15 minutes

- Review session 3.
- Students spend time practising the sections they need to.

Sessions 4 and 5 – Practice   Time: 90 minutes each session

Orientation

Set the rules
Set a code of behaviour.

Entry/exit
Students should be able to demonstrate a safe entry/exit with support.

Movement
Students should be able to move through the water with the support of others.

Breathing
Students should be able to place their face in the water and blow bubbles.

Stroke

Floating
Students should be able to float on their front and back for 10 seconds with support.

Push and glide
Students should be able to push and glide on their front and back with support.

Kicking
Students should be able to kick on their front and back for 10 seconds with support.

Arms
Students should be able to demonstrate an arm paddle while standing still.

Help

Self-rescue
Students should be able to roll from their front to their back with support.

Rescuing others
Students should understand the basic principles of a shout and signal rescue.

Session 6

Learning outcomes

- Be able to demonstrate a safe entry and exit without support.
- Be able to walk and run through chest-deep water with a floating object.
- Be able to continuously jump and then submerge underwater while blowing bubbles.
- Be able to demonstrate an arm paddle in the water while walking with a floating object.
- Be able to demonstrate treading water using legs only while holding onto a floating object.
- Understand the basic principles of a reach rescue.

Resources

- Long sticks.
- Floating objects.
- Rope.

Set the rules   Time: 2 minutes

Set a code of behaviour.

Entry/exit   Time: 3 minutes
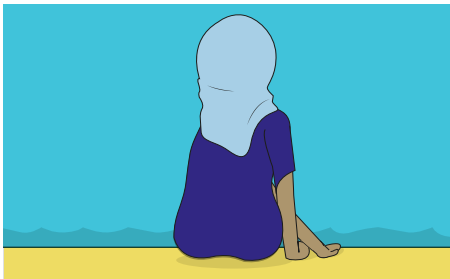
Steep-side entry:
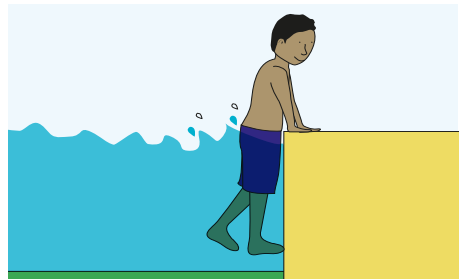
used to enter the water from a steep side

Steep-side exit:

used to get out of the water up a steep side

Slope entry:

used to enter the water from a slope

Movement   Time: 10 minutes

Walk and run through water

Aim: Be able to walk and run through chest-deep water with a floating object.
Support: Students to hold float with two hands, then reduce to one hand.

- Line the students up parallel to the bank at chest depth.
- Walk students parallel to the bank.

Step 1
- Hold onto a floating object with two hands.

Step 2
- Make a line and move forward slowly, following the person in front of you.

- As students become more confident, increase speed and water depth.
- Instruct the student at the front to change direction.

Breathing   Time: 10 minutes

Submerge face underwater several times

Water depth: **chest level**

Aim: Be able to submerge face underwater while blowing bubbles. Then repeat.
Support: Students to stand in a circle holding each other's hands for support, or with a buddy.
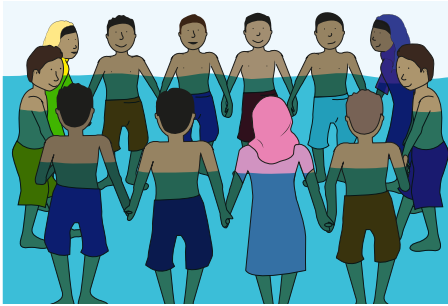
Step 1
• Take a big breath.
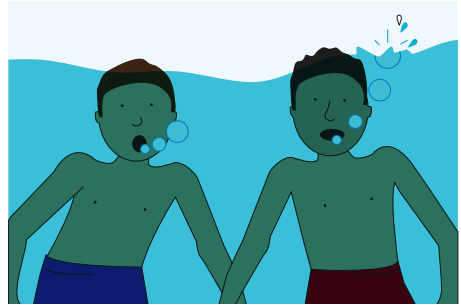
Step 2
• Put your head under the water.
• Blow bubbles until all the air is out.
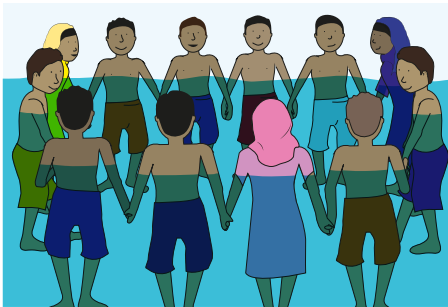
Step 3
• When you run out of breath, bring your head out of the water and take a big breath.
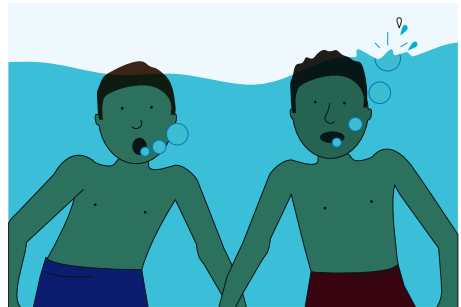
Step 4
• Put your head under the water.
• Blow bubbles until you run out of breath.
• Repeat these steps several times.

Arms   Time: 15 minutes

Arm paddle while walking   Water depth: **chest level**

Aim: Be able to demonstrate an arm paddle in the water while walking with a floating object, with face in the water.

Support: Students to hold float in one hand, with their arm outstretched.

• Line the students up parallel to the bank at chest depth.

Step 1

• Take a big breath.
• Put your face in the water.
• Walk through the water.
• Keep your fingers together.
• Stretch out your free arm and reach forward as far as you can with your hand.

Step 2

• Pull your hand back towards your body.
• Push the water behind you.
• Bring your arm back over the top of the water and repeat.
• Lift your head up when you need to breathe.

• If students struggle to bring their arms over the surface of the water then they can practise with their arms below the surface, bringing their head up in front of them to breathe.
• Once students are confident, place float in the other hand.
• As students become more confident, increase speed and change direction.
• Encourage the students to breathe by turning their head to the side.

Self-rescue

Time: 20 minutes

Treading water using legs only

Treading water is a technique that can be used by a person in trouble in the water to keep vertical with their head out of the water. This allows them to rest, and shout and wave for help.

Water depth: **above chest level**

Aim: Be able to demonstrate treading water using legs only while holding onto a floating object.

Support: Students to hold on to a floating object with two hands, and bring both feet off the bottom.

Step 1

- Keep your head up out of the water.
- Stay in a vertical position.
- Move your legs forwards and backwards like you are riding a bicycle in the water.

Step 2

- Let go of the float with one hand and wave your free hand out of the water.
- Shout for help!

Have fun!

- Get the students to hold onto a floating object in the water.
- Encourage the students to kick their legs hard and try to get the floating object out of the water.
- Ask the students to try turning around in the water.

Rescuing others

Time: 15 minutes

Reach rescue

A reach rescue is used if the person in trouble is near to land. It is safe because the rescuer does not have to enter the water.

Water depth: **chest level**

Aim: Understand the basic principles of a reach rescue.
Support: Students to undertake the activity with no support.

Step 1

• Shout for help!

• Talk to the person in trouble while finding a suitable aid, such as a stick or long piece of clothing.

• Lie flat, looking out at the person.

Step 2

• If possible, hold onto something to stop you being pulled in.

• Reach out with the rescue aid, placing it in front of the person.

• Tell the person to hold the rescue aid, and pull them back to the side.

Review and practice

Time: 15 minutes

• Review session 6.
• Students spend time practising the sections they need to.

Session 7

Learning outcomes

- Be able to demonstrate a safe entry and exit without support.
- Be able to jump and hop through chest-deep water with a floating object.
- Be able to continuously jump and then touch the bottom while blowing bubbles.
- Be able to float on their front for 10 seconds and regain standing position with floating object.
- Be able to push and glide on their front with floating object.
- Be able to kick their legs on their front for 10 seconds with floating object.
- Be able to paddle in the water with the arms and kick legs for 20 seconds while holding onto a floating object.
- Understand the basic principles of a throw rescue.

Resources

- Long sticks.
- Floating objects.
- Rope.

Set the rules   Time: 2 minutes

Set a code of behaviour.

Entry/exit   Time: 3 minutes
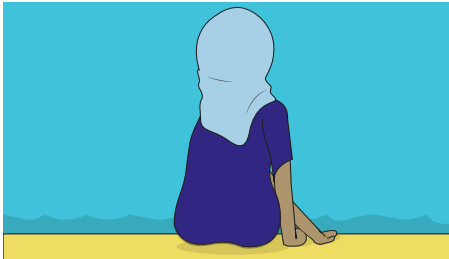
Steep-side entry:

used to enter the water from a steep side
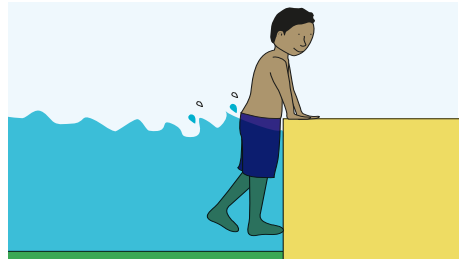
Steep-side exit:

used to get out of the water up a steep side

Slope entry:

used to enter the water from a slope

Movement   Time: 5 minutes

Jump in the water   Water depth: **chest level**

Aim: Be able to jump and hop through chest-deep water with a floating object.
Support: Students to hold onto a float with two hands. When comfortable use one hand.

Step 1
- Hold onto a float with two hands.
- Crouch down into a sitting position.

Step 2
- Push off the bottom with both feet so that both feet leave the bottom.
- Try and put both feet back on the bottom at the same time.

Hop in the water   Water depth: **waist–chest level**

Step 1
- Bring one foot off the bottom and balance on one leg.

Step 2
- Try and jump on the spot using one foot.

- As students become more confident, gradually increase the depth of the water from waist depth to chest depth.
- Encourage the students to move through the water in different directions.

Breathing   Time: 5 minutes

**Submerge body underwater and
touch the bottom several times**

Water depth: **chest level**

Aim: Be able to continuously jump and then submerge underwater and touch
the bottom while blowing bubbles.
Support: Students to stand in a circle holding each other's hands for support or with a buddy.
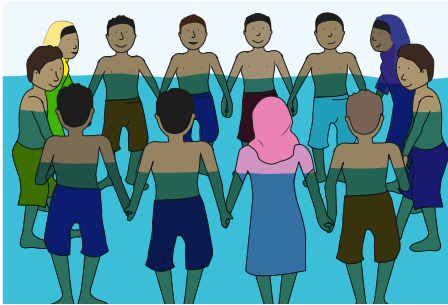
Step 1
• Take a big breath.
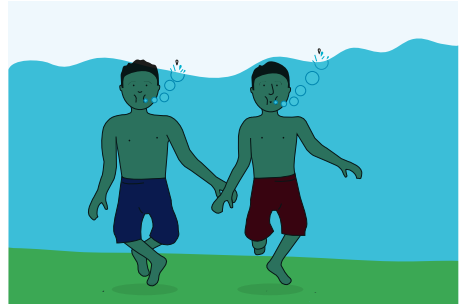
Step 2
• Put your head and body under the water.

• Try and touch the bottom.

• Blow bubbles until all the air is out.
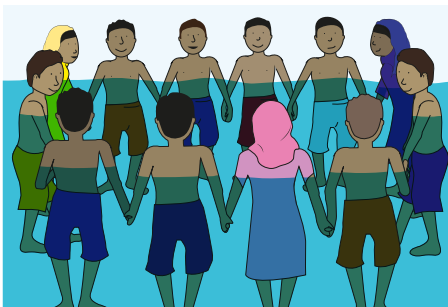
Step 3
• When all the air is out, lift your head out of
the water and take a breath.
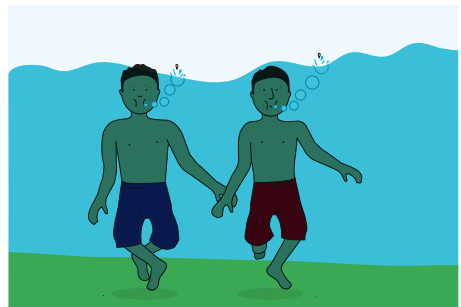
Step 4
• Put your head and body under the water.

• Try and touch the bottom.

• Blow bubbles until all the air is out.

• Repeat these steps several times.

Floating

Time: 15 minutes

Floating on front with float

Water depth: **waist level**

Aim: Be able to float on their front for 10 seconds and regain standing position with floating object.

Support: Students to hold a floating object with two hands.
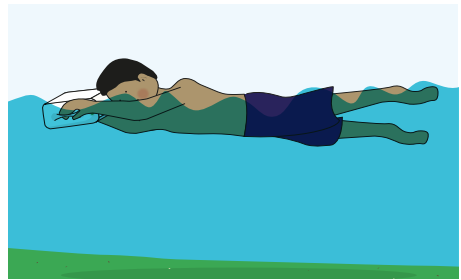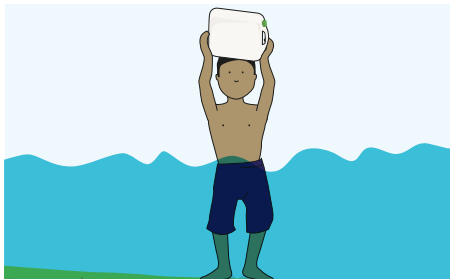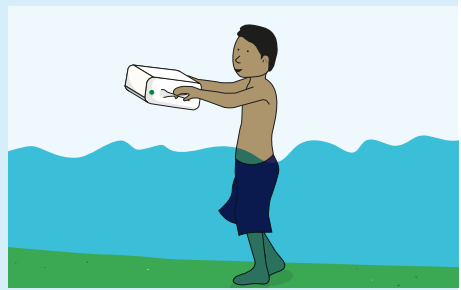
Step 1
- Put the floating object on the surface in front of you.
- Stretch out your arms.
- Take a big breath.

Step 3
- When you have run out of breath bring your knees up to your chest, lift your head, push down with your hands and put your feet on the bottom.

Step 2
- Put your face in the water.
- Stretch your legs out behind you and float in the water.
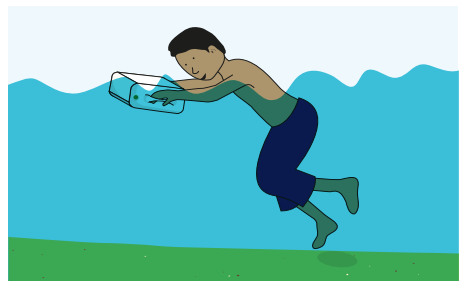
Breathing:
- Encourage the students to blow small bubbles while their face is in the water.

Push and glide   Time: 15 minutes

Push and glide on front with float

Water depth: **waist level**

Aim: Be comfortable to push and glide on their front with floating object.

Support: Students to hold a floating object with two hands.
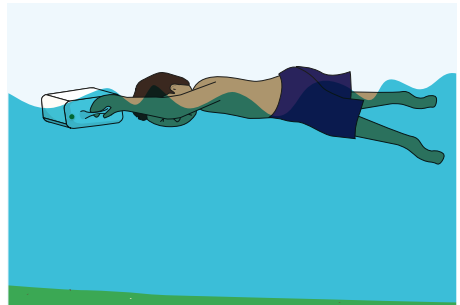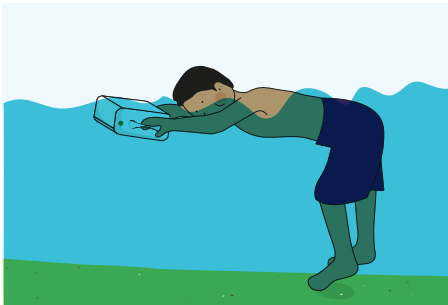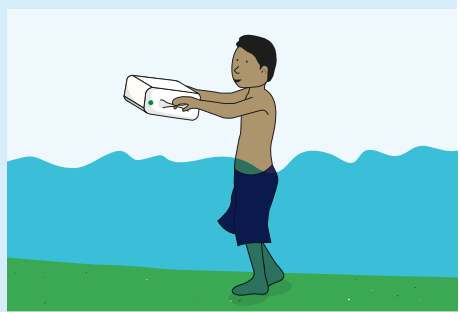
Step 1

- Stand in waist-deep water and bend forward at the waist.
- Put the floating object on the surface in front of you.
- Stretch your arms straight out in front.
- Take a big breath.
- Lower your head until your face is fully in the water.

Step 2

- Lean forward and push on your toes until your feet leave the bottom and float to the surface.
- Hold the position until your body stops moving forwards or you run out of breath.

Breathing:
- Encourage the students to blow small bubbles while their face is in the water.

Kicking   Time: 15 minutes

Kicking on front with float

Aim: Be able to kick their legs on their front for 10 seconds with floating object.

Support: Students to hold a floating object with two hands.
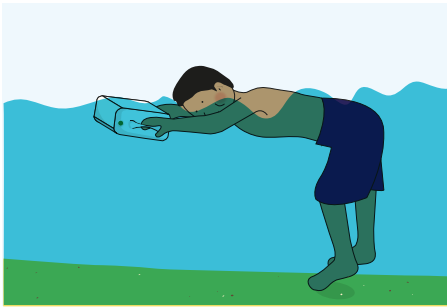
Step 1
- Stand in waist-deep water and bend forward at the waist.
- Stretch your arms straight out in front.
- Lower your head until your face is fully in the water.
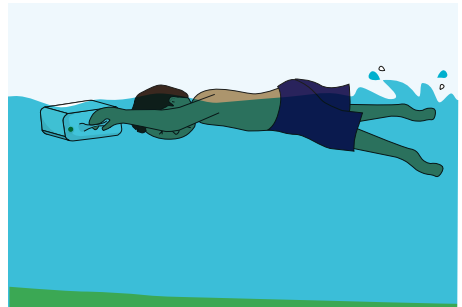
Step 2
- Kick your legs alternately.
- Kick from your hips.
- Keep your legs long and loose.

Breathing:
- Encourage the students to blow small bubbles while their face is in the water.

Arms and legs   Time: 15 minutes

Arms and legs with float   Water depth: **chest level**

Aim: Be able to paddle in the water with the arms and kick legs for 20 seconds while holding onto a float.

Support: Students to hold float in one hand, with their arm outstretched.
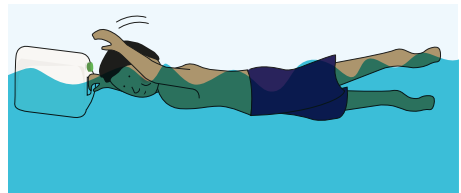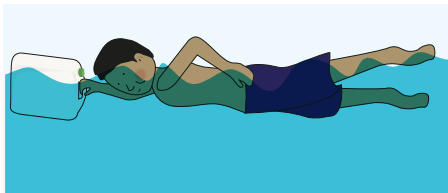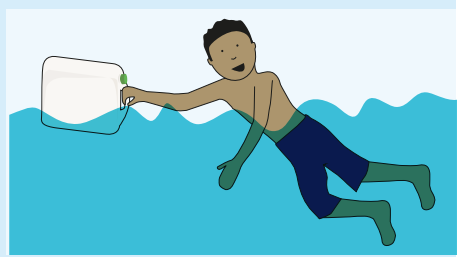
Step 1
• Put your face in the water.

Step 2
• Stretch out your free arm and reach forward as far as you can with your hand.
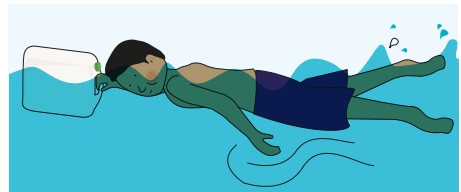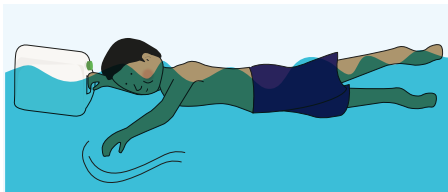
Step 3
• Pull your hand back towards your body.

Step 4
• Kick your legs at the same time.

• Lift your head to breathe.

• Once you are confident carrying this out, place the float in the other hand and repeat.

Breathing:
• Encourage the students to blow small bubbles while their face is in the water.

• Encourage the students to breathe by turning their head to the side.

Stroke:
• If students struggle to bring their arms over the surface of the water then they can practise with their arms below the surface, bringing their head up in front of them to breathe.

Rescuing others — Time: 15 minutes

Throw rescue

Most drownings happen close to the side. A throw rescue is used when a person is too far away to conduct a reach rescue, but near enough to throw something to them.

Water depth: **chest level**

Aim: Understand the basic principles of a throw rescue.
Support: Students to undertake the activity with no support.

Pair the students up, with one standing in chest-deep water acting as the person in trouble and the other person on the side.

With a floating object
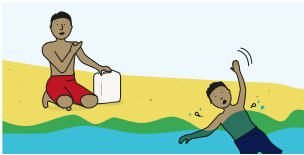
Step 1
- Call for help!
- Talk to the person in trouble – tell them you are going to throw them something to hold.

Step 2
- Throw a floating object to the person.
- Tell them to hold the floating object and kick their legs to bring them to the side.

With a rope

Step 1
- Call for help!
- Coil a rope in one hand, making sure the loops are of equal length and not tangled.
- Make sure the end of the rope is held tightly in the non-throwing hand.

Step 2
- Throw the rope so that it lands over the person.
- Kneel on one knee so that the person cannot pull you in. Bring the person to the side by pulling the rope in smoothly and steadily.
- Keep away from the water's edge while pulling in.

Have fun!
- Do target practice by getting the students to stand on the bank and throw their floating object or rope at a target in the water. See who can get the closest!
- Have a race to see who can rescue their buddy the fastest. (See Section 11: Games and activities.)

Session 8

Learning outcomes

- Be able to demonstrate a safe entry and exit with support.
- Be able to jump up and then submerge underwater and sit on the bottom while blowing bubbles. Repeat several times.
- Be able to float on their back for 10 seconds with a floating object and regain standing position.
- Be able to push and glide on their back with a floating object.
- Be able to kick their legs on their back for 10 seconds with a floating object.
- Be able to move through the water using arms and legs with a floating object.
- Be able to roll from their front to their back with a floating object.

Resources

- Long sticks.
- Floating objects.
- Rope.

Set the rules   Time: 2 minutes

Set a code of behaviour.

Entry/exit   Time: 3 minutes
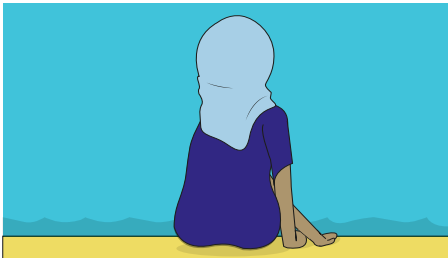
Steep-side entry:

used to enter the water from a steep side
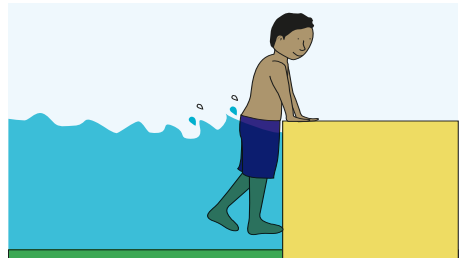
Steep-side exit:

used to get out of the water up a steep side

Slope entry:

used to enter the water from a slope

Breathing   Time: 10 minutes

Submerge underwater and sit on the bottom

Water depth: **chest level**

Aim: Be able to continuously jump and then submerge underwater and sit on the bottom while blowing bubbles.

Support: Students to stand in a circle holding each other's hands for support or with a buddy.
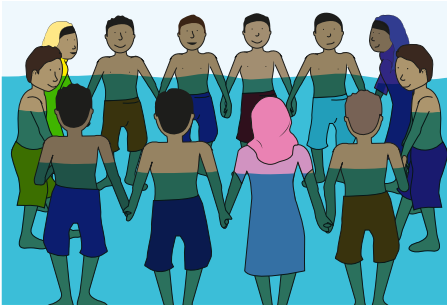
Step 1
- Take a big breath.

Step 2
- Put your head and body under the water and sit on the bottom.
- Blow bubbles until all the air is out.
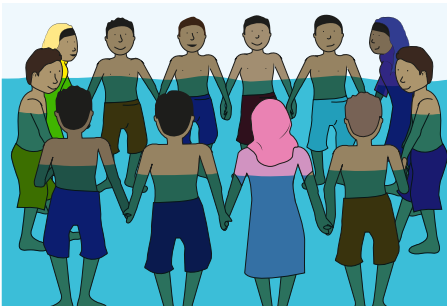
Step 3
- When all the air is out, lift your head out of the water and take a breath.

Step 4
- Put your head and body under the water and sit on the bottom.
- Blow bubbles until all the air is out.
- Repeat these steps several times.

Floating   Time: 10 minutes

Floating on back with float

Aim: Be able to float on their back for 10 seconds with a floating object and regain standing position.

Support: Students to hold floating object close to their chest.
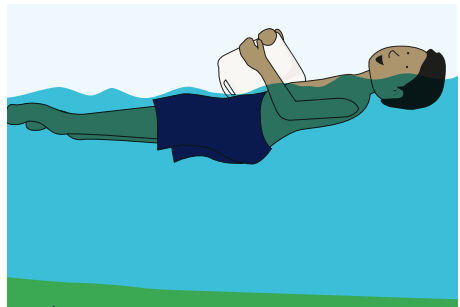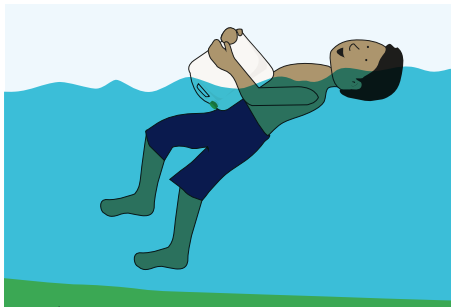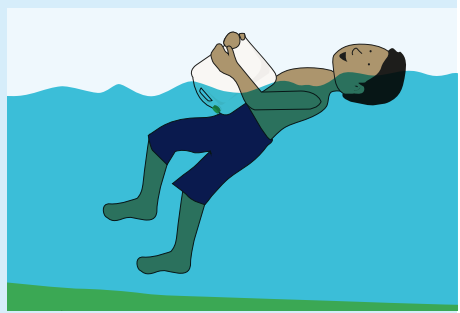
Step 1

- Lie back in the water.
- Tilt your head back and look up.
- Make sure your ears are under the water.

Step 2

- Push your stomach up to the surface of the water.
- Stretch your legs out.
- After 10 seconds, bend your knees and put your feet on the bottom to regain your standing position.

Push and glide   Time: 15 minutes

Push and glide on back with float

Water depth: **waist level**

Aim: Be able to push and glide on their back with floating object.

Support: Students to hold a floating object close to chest with two hands.
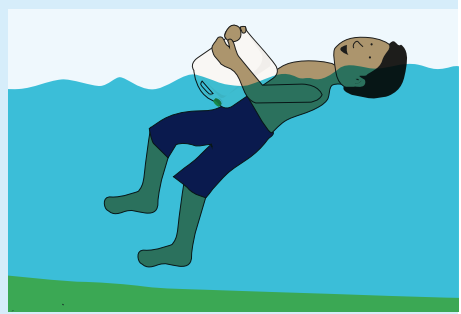
Step 1
- Stand in waist-deep water.
- Crouch down so your shoulders are in the water.
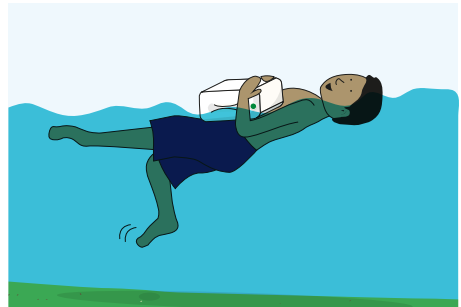
Step 3
- Straighten your legs.
- Hold the position until your body stops moving.

Step 2
- Lean back in the water and push hard on your toes so that your body moves through the water and your feet float to the surface.
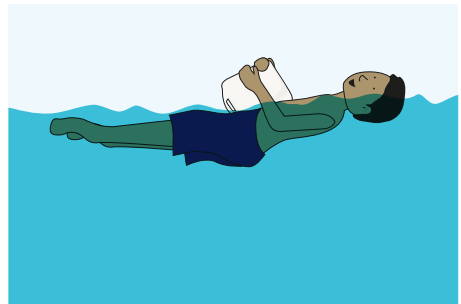
Kicking

Time: 15 minutes

Kicking on back with float

Water depth: **chest level**

Aim: Be able to kick their legs on their back for 10 seconds with floating object.

Support: Students to hold a floating object close to chest with two hands.
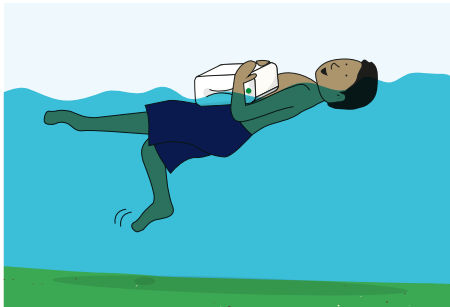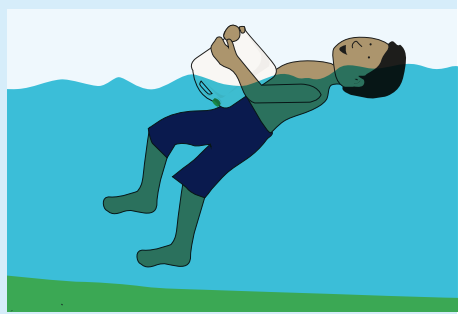
Step 1

- Lean back.
- Push your legs up off the floor.
- Push your stomach up.
- Tilt head back so your ears are in the water.
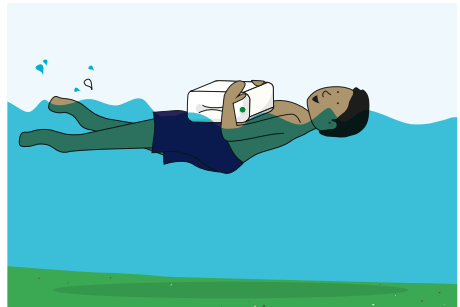
Step 2

- Kick your legs alternately.
- Kick from your hips.
- Keep your legs long and loose.
- Keep your knees under the water.

Arms and legs
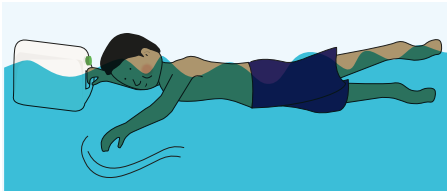## Time: 20 minutes

Arms and legs with float

Water depth: **chest level**

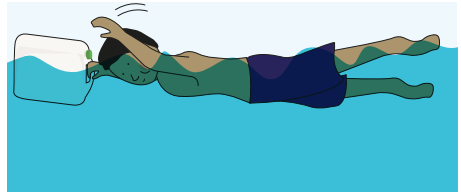**Aim:** Be able to paddle in the water with the arms and kick legs for 20 seconds while holding onto a float.

Support: Students to hold float in one hand, with their arm outstretched.
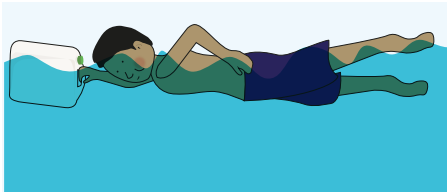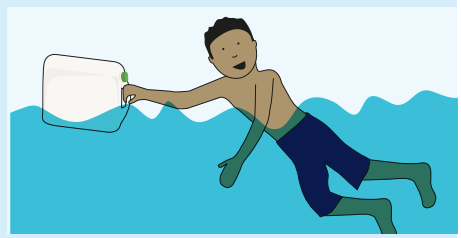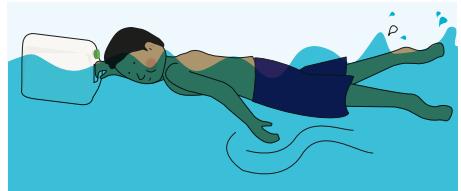
Step 1
• Put your face in the water.

Step 2
• Stretch out your free arm and reach forward as far as you can with your hand.

Step 3
• Pull your hand back towards your body.

Step 4
• Kick your legs at the same time.
• Once you are confident in carrying this out, place float in the other hand and repeat the steps.

Breathing:
• Encourage the students to blow small bubbles while their face is in the water.
• Encourage the students to breathe by turning their head to the side.

Stroke:
• If students struggle to bring their arms over the surface of the water then they can practise with their arms below the surface, bringing their head up in front of them to breathe.

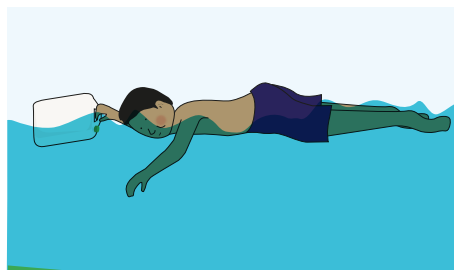## Self-rescue   Time: 15 minutes

Roll from front to back

Being able to roll from their front to their back allows the student to rest on their back if they become tired while swimming.

Aim: Be able to roll from their front to their back with floating object.
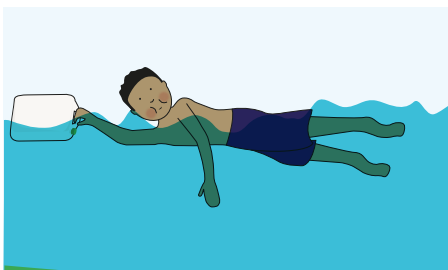
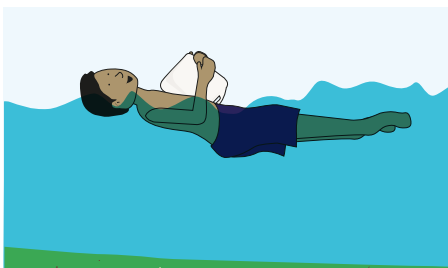**Support**: Students to hold onto a floating object with one hand.

Step 1
- Float on your front in the water.
- Turn your head to one side.

Step 2
- Use your arms to roll your whole body in the direction that you have turned your head.
- Keep rolling until you are on your back.

Step 3
- Relax your body in the water.
- Float on your back.
- Breathe slowly and steadily.

Session 9 – Practice   Time: 90 minutes

Orientation

Set the rules

Set a code of behaviour.

Entry/exit

Students should be able to demonstrate a safe entry/exit.

Movement

Students should be able to move with the support of floating objects.

Breathing

Students should be able to repeatedly submerge underwater, blowing out air,
surfacing and taking a breath.

Stroke

Floating

Students should be able to float on their front and back for 10 seconds with a floating object.

Push and glide

Students should be able to push and glide on their front and back with a floating object.

Kicking

Students should be able to kick on their front and back for 10 seconds with a floating object.

Arms

Students should be able to demonstrate an arm paddle while kicking their legs with
a floating object.

Help

Self-rescue

Students should be able to demonstrate treading water using legs only while holding
onto a floating object.

Students should be able to roll from their front to their back with a floating object.

Rescuing others

Students should understand the basic principles of reach and throw rescues.

Session 10

Learning outcomes

- Be able to demonstrate a safe entry and exit without support.
- Be able to walk and run through chest-deep water with no support.
- Be able to demonstrate an arm paddle in the water with no support.
- Be able to demonstrate treading water using legs and arms, and with no support.
- Understand the basic principles of a wade rescue.

Resources
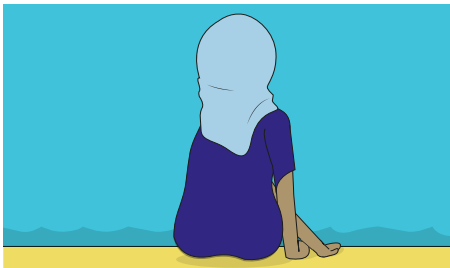
- Long sticks.
- Floating objects.

Set the rules   Time: 2 minutes

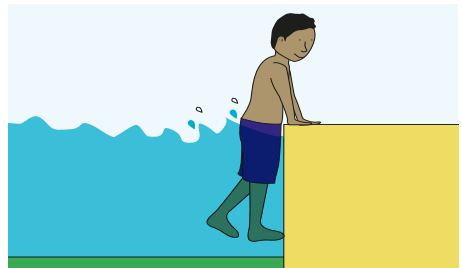Set a code of behaviour.

Entry/exit   Time: 3 minutes

Steep-side entry:

used to enter the water from a steep side

Steep-side exit:

used to get out of the water up a steep side

Slope entry:

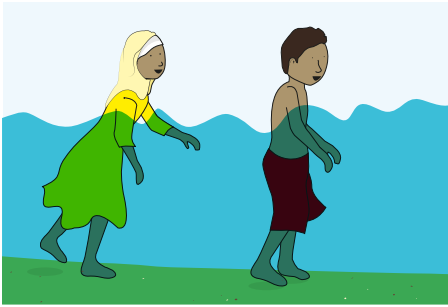used to enter the water from a slope

Movement

Time: 10 minutes

Walk and run through water

Water depth: **chest level**

Aim: Be able to walk and run through chest-deep water with no support.
Support: Students to undertake the activity with no support.

- Line the students up parallel to the bank at chest depth.
- Walk students parallel to the bank.

Step 1
- Make a line and move forward slowly,
  following the person in front of you.

- As students become more confident, increase speed and water depth.
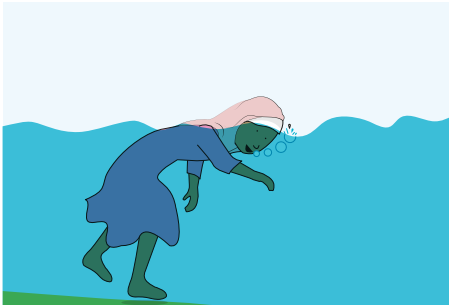- Instruct the student at the front to change direction.

Arms   Time: 15 minutes

Arm paddle while walking   Water depth: **chest level**

Aim: Be able to demonstrate an arm paddle in the water with no support.
Support: Students to undertake the activity with no support.

Step 1

- Take a big breath.
- Put your face in the water.
- Walk through the water.
- Keep your fingers together.
- Stretch out and reach forward as far as you can with one hand.

Step 2

- Pull your hand back towards your body.
- Push the water behind you.
- Bring your hand back over the top of the water.
- As your hand is travelling back over the top of the water, start pulling back with your other hand.
- Repeat.
- Lift your head up to the side when you need to breathe.

Breathing:
- Encourage the students to blow small bubbles while their face is in the water.
- Encourage the students to breathe by turning their head to the side.

Stroke:
- If students struggle to bring their arms over the surface of the water then they can practise with their arms below the surface, bringing their head up in front of them to breathe.

Self-rescue

Time: 20 minutes

Treading water

Water depth: **above chest level**

Treading water is a way of swimming that allows a person to keep their head above the water and shout for help. The person stays in the same position in the water.

Aim: Be able to demonstrate treading water with both legs and arms.

Support: Students to undertake the activity with no support. Students who have no previous swimming experience may struggle to complete this task with no support. If they do struggle, use a floating object for support.

Step 1

- Keep your head up.
- Stretch your arms out horizontally in the water.
- Move your hands backwards and forwards in the water.

Step 2

- Stay in a vertical position.
- Move your legs forwards and backwards like you are riding a bicycle in the water.

Have fun!

- Get the students to try and raise one hand out of the water. Wave and shout for help!

Rescuing others   Time: 20 minutes

Wade rescue

Water depth: **chest level**

A wade rescue is used to get close to the person in trouble, while keeping your feet on the bottom. It should only be done when water conditions do not place the rescuer at risk.

Aim: Understand the basic principles of a wade rescue.
Support: Students to undertake the activity with no support.

Step 1
• Attract the attention of the person.

Step 2
• Enter the water carefully, taking a stick/pole with you if possible to test the water depth and for the person to hold onto.

Step 3
• Pass one end of a stick/pole to the person.

Step 4
• Help the person out of the water.

Review and practice   Time: 20 minutes

• Review session 10.
• Students spend time practising the sections they need to.

Session 11

Learning outcomes

- Be able to demonstrate a safe entry and exit without support.
- Be able to jump and hop in chest-deep water with no support.
- Be able to float on their front for 10 seconds with no support.
- Be able to perform a push and glide on their front with no support.
- Be able to kick their legs on their front for 10 seconds with no support.
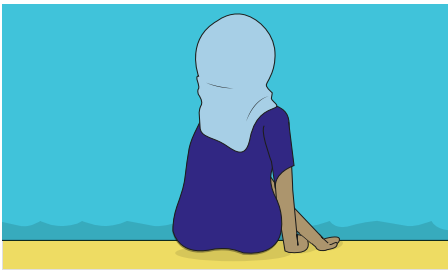- Be able to swim 10 metres using arms and legs and with no support, breathing to the side.

Resources

- Long sticks.

Set the rules   Time: 2 minutes

Set a code of behaviour.

Entry/exit   Time: 3 minutes

Steep-side entry:

used to enter the water from a steep side
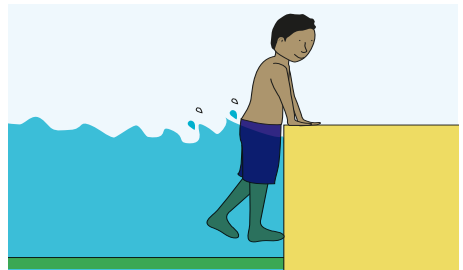
Steep-side exit:

used to get out of the water up a steep side

Slope entry:

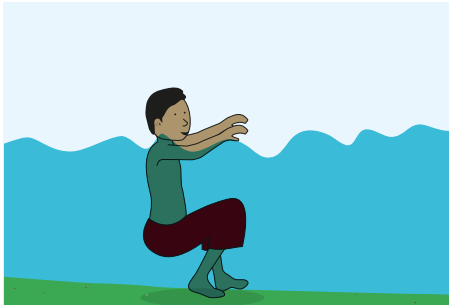used to enter the water from a slope

Rescuing others

Time: 20 minutes

Jump in the water

Water depth: **chest level**

Aim: Be able to jump and hop in chest-deep water with no support.
Support: Students to undertake the activities with no support.

Step 1

• Crouch down into a sitting position.

Step 2

• Push off the bottom with both feet so that both feet leave the bottom.

• Try and put both feet back on the bottom at the same time.

Hop in the water

Water depth: **waist–chest level**

Step 1

• Bring one foot off the bottom and balance on one leg.

Step 2

• Try and hop on the spot using one foot.

• As students become more confident, gradually increase the depth of the water from waist depth to chest depth.
• Repeat the exercise by moving forwards, backwards and sideways in the water.
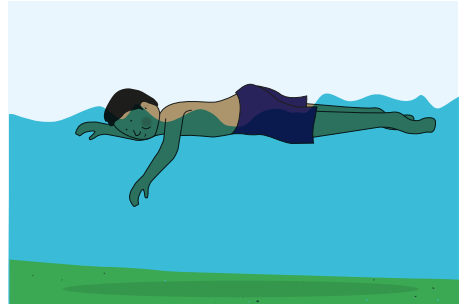
Floating
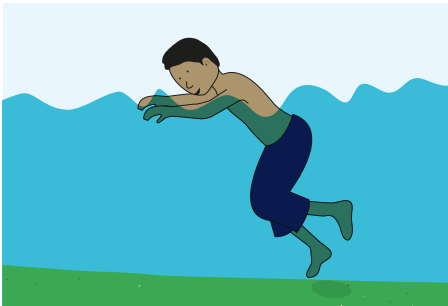
Time: 15 minutes

Floating on front

Water depth: **chest level**

Aim: Be able to float on their front for 10 seconds with no support.
Support: Students to use teacher or buddy for assistance if required.

Step 1

- Stretch arms out to the side and rest them on the surface.
- Hold your breath.

Step 2

- Put your face in the water.
- Stretch your legs behind.

Step 3

- When you have run out of air bring your head up, push down with your hands, bring your knees up to your chest and put your feet on the bottom.

Push and glide

Time: 15 minutes

Push and glide on front
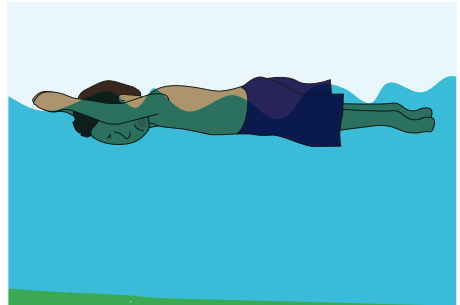
Water depth: **waist level**

Aim: Be able to perform a push and glide on their front with no support.
Support: Students to use teacher or buddy for assistance if required.
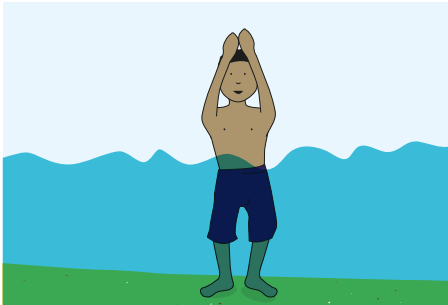
Step 1

- Stand in waist-deep water and bend forward at the waist.
- Stretch your arms straight out in front.
- Take a big breath.

Step 2

- Lean forward and push hard on your toes so that your body moves through the water and your feet float to the surface.
- Straighten your legs.
- Hold the position until your body stops moving forwards or you run out of breath.

Step 3

- When you have run out of air bring your knees up to your chest, lift your head, push down with your hands and put your feet on the bottom.
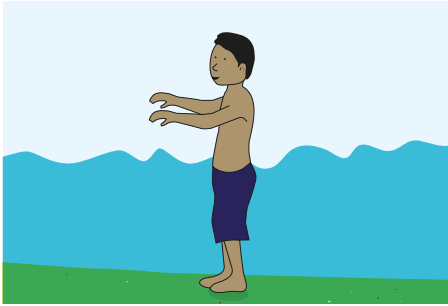
Kicking   Time: 15 minutes
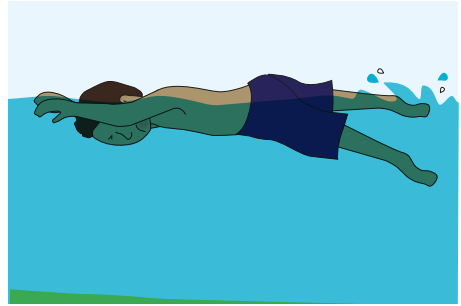
Kicking on front

Aim: Be able to kick their legs on their front for 10 seconds with no support.
Support: If necessary the teacher may give light support under the shoulders.

Step 1

- Stand in waist-deep water and bend forward at the waist.
- Stretch your arms straight out in front.
- Take a big breath.
- Put your face in the water.
- Push your toes up off the floor.

Step 2

- Kick your legs alternately.
- Kick from the hips.
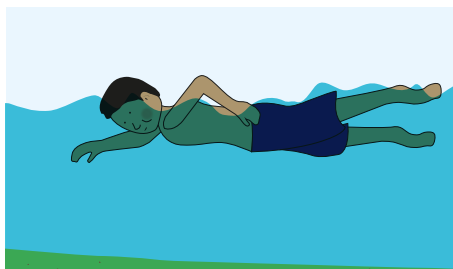- Keep your legs long and loose.

Arms and legs   Time: 30 minutes

Arms and legs on front
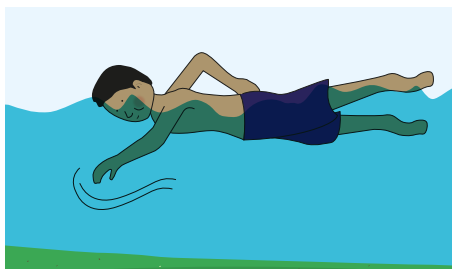
Water depth: **chest level**

Aim: Attempt to swim using arms and legs.
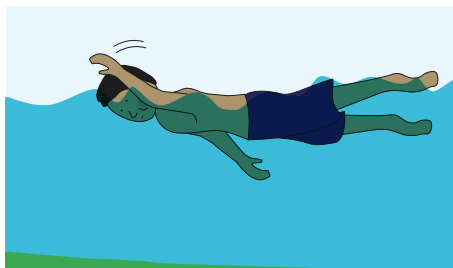**Support:** Students to undertake the activity with no support.
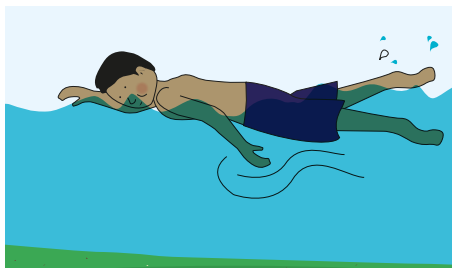

Step 1
- Put your face in the water.

Step 2
- Stretch out your arm and reach forward as far as you can with your hand.

Step 3
- Pull your hand back towards your body.
- Push the water behind you.
- Bring your hand out of the water at your hip.

Step 4
- Kick your legs at the same time.

- The students may only manage a small distance before putting their feet down.
- Encourage them to practise and gradually increase the distance.
- Encourage the students to breathe by turning their head to the side.

Stroke:
- If students struggle to bring their arms over the surface of the water then they can practise with their arms below the surface, bringing their head up in front of them to breathe.

Session 12

Learning outcomes

- Be able to demonstrate a safe entry and exit with no support.
- Be able to float on their back for 30 seconds with no support.
- Be able to perform a push and glide on their back with no support.
- Be able to kick on their back for 10 seconds with no support.
- Swim for 25 metres or 45 seconds using arms and legs, with no support.
- Be able to roll from their front to their back with no support.

Resources

- None.

Set the rules   Time: 2 minutes

Set a code of behaviour.

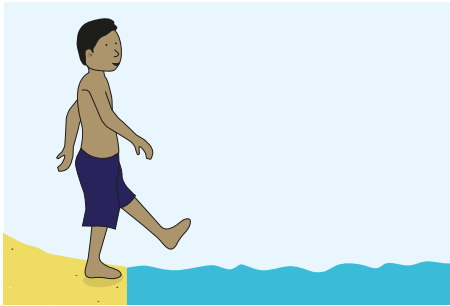## Entry/exit   Time: 3 minutes

Straddle entry

Used to quickly enter water that is known to be deep with no underwater objects.

Water depth: **height of the person plus 50cm**

NOTE: Only teach a straddle entry if your teaching area contains deep water with no underwater objects. If no deep water is available then teach a slope or steep-side entry.
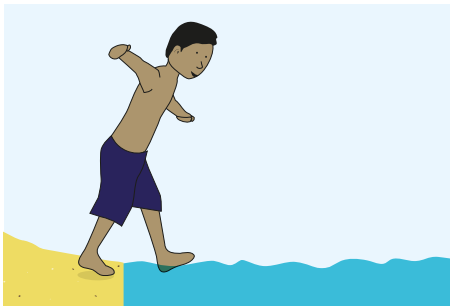

Step 1

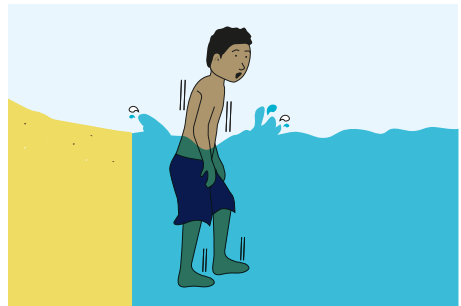• From standing position, legs slightly apart, take a big step outwards over the water.
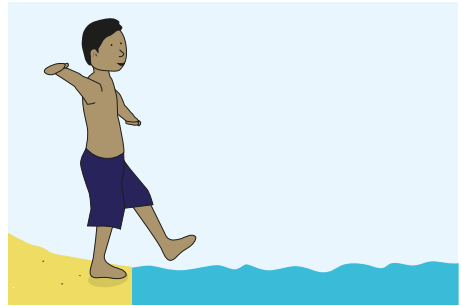
Step 2

• Bend your front leg and stretch your arms to the side at shoulder height.

Step 3

• Lean slightly forward.

Step 4

• Bring your arms down when your arms hit the water.

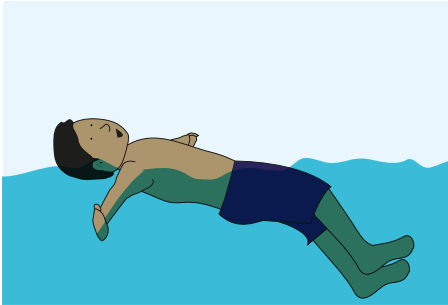• Bring your legs together and keep your head above the water.

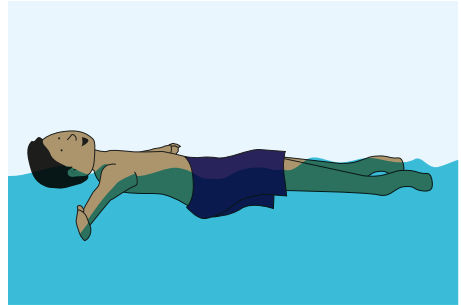## Floating   Time: 15 minutes

Floating on back

Water depth: **chest level**

Aim: Be able to float on their back for 30 seconds with no support.
Support: Students take it in turns to practise the skill. If necessary, the teacher may give light support under the shoulders.

Step 1

- Stretch your arms out to the side.

- Lie back in the water.

- Tilt your head back so your ears are in the water.

Step 2

- Push your stomach up to the surface of the water.
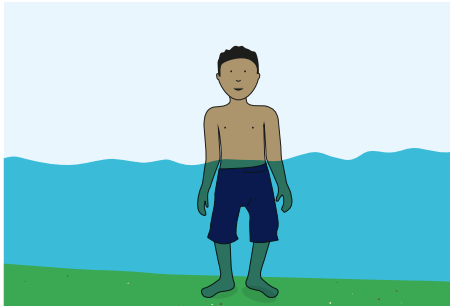
- Stretch your legs out.

Push and glide

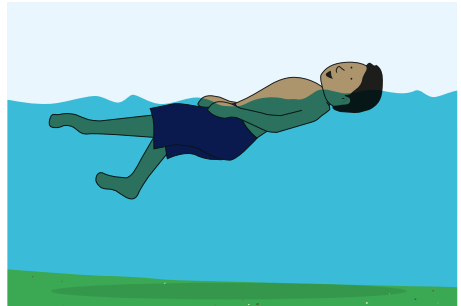**Time: 15 minutes**

Push and glide on back

Water depth: **waist level**

Aim: Be able to perform a push and glide on their back with no support.
Support: Students take it in turns to practise the skill. If necessary, the teacher may give light support under the shoulders.

Step 1

- Stand in waist-deep water.
- Place your arms by your side.

Step 2

- Lean back and push hard with your toes so that your body moves through the water and your feet float to the surface.
- Straighten your legs.
- Hold the position until your body stops moving backwards.

If students are comfortable doing the push and glide with their arms by their side, try again with the arms stretched above the head.

Kicking

Time: 15 minutes

Kicking on back

Water depth: **chest level**

Aim: Be able to kick on their back for 10 seconds with no support.
Support: Students take it in turns to practise the skill. If necessary, the teacher may give light support under the shoulders.
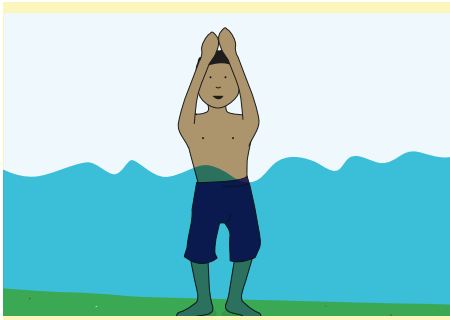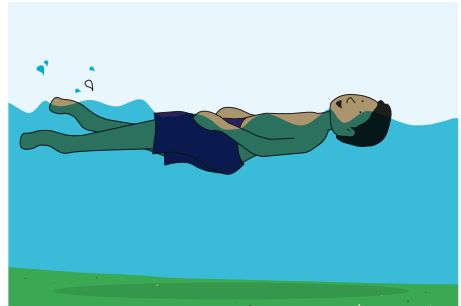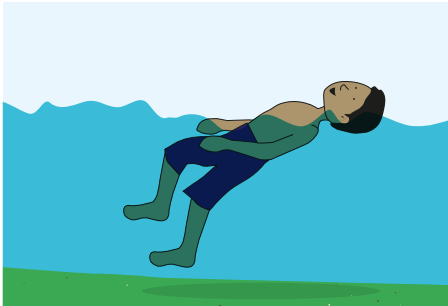

Step 1

- Push your legs up off the floor.
- Push your stomach up.
- Put your arms by your side.
- Tilt your head back so your ears are in the water.

Step 2

- Kick your legs alternately.
- Kick from your hips.
- Keep your legs long and loose.
- Try and keep your knees under the water.
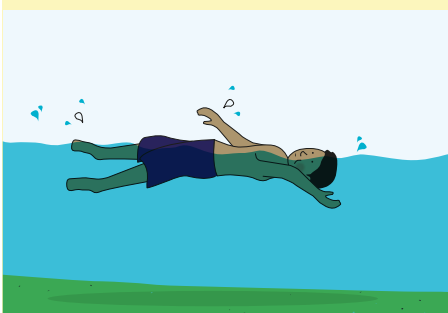
Arms on the back:

- If the student is comfortable kicking their legs on their back, encourage them to use their arms to move themselves through the water.
- Make anticlockwise circular movements with both arms, pushing the water down the side of the body.

Arms and legs
Time: 20 minutes

Arms and legs on the front

Water depth: **chest level**

Aim: Attempt to swim using arms and legs, with no support.
Support: Students to undertake the activity with no support.
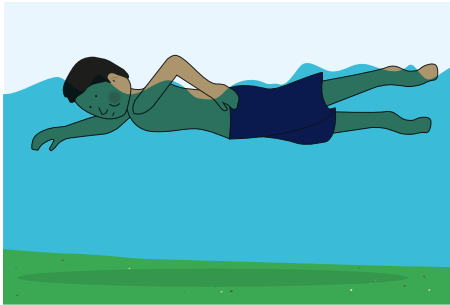
Step 1
- Put your face in the water.
- Bring your elbow high out of the water.
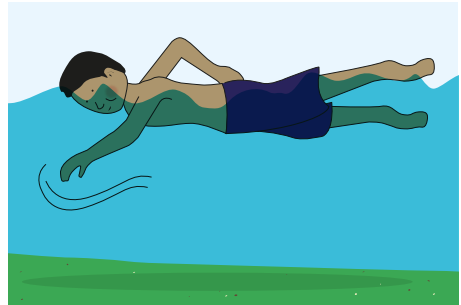
Step 2
- Stretch out your arm and reach forward as far as you can with your hand.
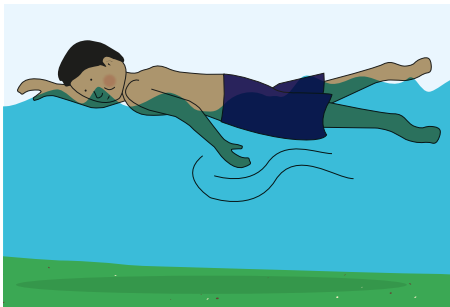
Step 3
- Pull your hand back towards your body.
- Bring your hand out of the water at your hip.
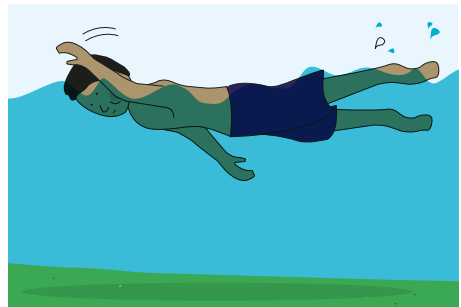
Step 4
- Kick your legs at the same time.

- The students may only manage a small distance before putting their feet down.
- Encourage them to practise and gradually increase the distance.

Arms and legs   Time: 20 minutes

Roll from front to back

Being able to roll from their front to their back allows the student to rest on their back if they become tired while swimming.

Water depth: **chest level**

Aim: Be able to roll from their front to their back with no support.

Support: Students take it in turns to practise the skill. If necessary, the teacher may give light support under the shoulders.
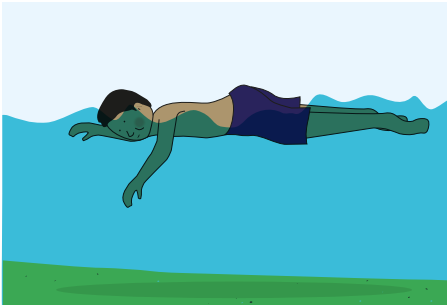

Step 1

- Float on your front in the water.
  Push down on the water with one arm.
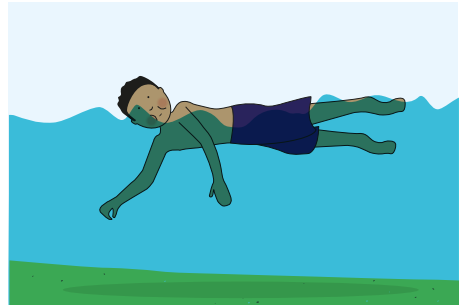

Step 2

- Roll your whole body towards the arm that is pushing down on the water.

- Keep rolling until you are on your back.
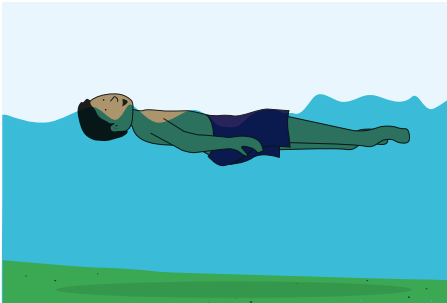
Step 3

- Relax your body in the water.

- Float on your back.

- Breathe slowly and steadily.

Sessions 13 and 14 – Practice   Time: 90 minutes each session

Orientation

Set the rules
Set a code of behaviour.

Entry/exit
Students should be able to demonstrate a safe entry/exit.

Movement
Students should be comfortable moving through the water with no support.

Stroke

Floating
Students should be able to float on their front for 10 seconds and their back for 30 seconds with no support.

Push and glide
Students should be able to push and glide on their front and back with no support.

Kicking
Students should be able to kick on their front and back for at least 10 seconds with no support.

Arms and legs
Students should be able to combine their arms and legs and swim 25 metres with no support.

Help

Self-rescue
Students should be able to demonstrate treading water with no support.

Students should be able to roll from their front to their back with no support.

Rescuing others
Students should understand the basic principles of a wade rescue.

Session 15

Learning outcomes

- All students to complete an assessment.

Resources

- Registration and assessment form.
- Rescue equipment.

Set the rules

Set a code of behaviour.

Practice

For the first half of the session, practise any skills as necessary to complete the final assessment criteria.

Assessment

- Each student should be assessed individually.
- Students who are not being assessed should wait in a safe location out of the water.
- To successfully complete the module each student must:
  - swim continuously on their front or back for 15 metres
  - float on their back for 30 seconds
  - tread water with a floating object
  - demonstrate any land-based rescue.
- Record a 'pass' by ticking the relevant box on the Registration and assessment form.

Games and activities

Games and activities can be used to practise the skills taught in this manual and can be introduced in any of the sessions. They are particularly useful when teaching young learners.

Games should be fun and enjoyable but it is important that the teacher remains in control of the activities at all times.

These games and activities may be adapted for use in the local environment. If you invent a new game, remember to write it down so you don't forget it!

Entry/exit

Blindfolded obstacle hunting

Resources	Material to blindfold students. Small obstacles such as plastic bottles. Long sticks.
Aim	To practise finding dangerous objects with a stick.
Description	1. Mark out a teaching area in the sand. 2. Pair the students together. 3. Line students up along the edge of the teaching area. 4. Blindfold one of the students in the pair. 5. Place objects throughout the teaching area. 6. The blindfolded student has to find as many objects as possible using their stick and getting directions from their buddy. 7. Swap around!
Skills	Use a stick to find dangerous objects in the water and understand the importance of this.
Progression	Not applicable.

11: Games and activities

Movement	
Stuck in the sand	
Resources	None.
Aim	To increase confidence in moving through the water.
Description	1. Set out a teaching area in shallow water. 2. Nominate two students to act as catchers. 3. Tell students to run around. If they get caught by the catchers they have to stand still with their legs apart. 4. The students can only move again if another student crawls between their legs. 5. The game is finished when all students are standing still. 6. Swap catchers and play again!
Skills	Run and crawl through water.
Progression	Beginner: ankle-deep water. Intermediate: knee-deep water. Advanced: chest-deep water.
Jumping and hopping races	
Resources	Floating objects (if necessary).
Aim	To increase confidence in moving through the water.
Description	1. Mark out a start and finish line. 2. Line students up on the start line. 3. Tell students to jump or hop as fast as they can to the finish line.
Skills	Balance in water. Move through chest-deep water.
Progression	Beginner: knee-deep water. Intermediate: chest-deep water with a floating object. Advanced: chest-deep water with no floating object.
Longest jump	
Resources	Floating objects (if necessary).
Aim	To increase confidence in moving through the water.
Description	1. Mark out a start line in the water. 2. Tell students to jump as far as they can into the water. 3. See who can jump the furthest!
Skills	Balance in water. Move through the water.
Progression	Beginner: knee-deep water. Intermediate: waist-deep water with a floating object. Advanced: waist-deep water with no floating object.

Breathing

Say your name underwater

Resources	None.
Aim	To increase confidence in putting their mouth in the water and blowing out bubbles underwater.
Description	1. Pair the students together. 2. Take it in turns to put their face in the water and say their name. 3. Ask waiting students to put their ears in the water and see if they can hear their buddy say their name.
Skills	Blow out bubbles underwater. Put face and ears underwater.
Progression	Beginner: put only their mouth/face in the water. Intermediate: put their whole head under the water. Advanced: put their whole head under the water and sit on the bottom.

Plastic bottle race

Resources	Plastic bottles.
Aim	To increase confidence in putting their chin/mouth in the water and blowing out bubbles.
Description	1. Mark out a start and finish line in the water. 2. Get each student to find a plastic bottle. 3. Get the students to float their plastic bottle on the start line and blow it to the finish line.
Skills	Blow out bubbles into the water.
Progression	Not applicable.

Stroke

Push and glide under a stick

Resources	Long stick.
Aim	To increase confidence with push and glide.
Description	1. Hold a long stick out in front of the students. 2. Ask the students to push off the bottom and glide under the stick.
Skills	Push and glide practice.
Progression	For advanced swimmers only!

Help

Throwing rescue relay

Resources	Throwing aid such as a container or rope.
Aim	To practise a throw rescue.
Description	1. Place the students into teams. 2. Position the first team member on the bank and the rest of the team in a line in the water facing the team member on the bank. 3. The first team member throws the aid to the second team member who then kicks to the side of the bank with it. 4. The second team member then throws the aid to the third team member in the same way until all of the team has been 'rescued'. 5. The first team member can also join the back of the line in the water after performing their rescue so that they also have the chance to be rescued.
Skills	Throw rescue. Swim with an aid. Safe exit.
Progression	Increase the distance between the team in the water and the rescuer. Use different throwing aids.