

Skill & Topic Library

4 / STROKE INTRODUCTION

Teaching This Stage

This stage introduces basic stroke technique in front crawl and back crawl and reinforces water safety through treading water and elementary backstroke. As you work with students at this stage, focus on the following important milestones:

- Developing the front crawl and back crawl
- Introducing components of the breaststroke and butterfly
- Practicing safety techniques in deep water

Positively Impacting Students

Remember, as a cause-driven leader at the Y, you have an opportunity to positively impact the students you work with. In addition to developing the recommended skills for all to have around water, the related activities and safety and character topics in this library help foster the following:

 Achievement

 Relationships

 Belonging

Keeping Students Safe

You also have a responsibility to keep students safe as they explore the aquatic environment. In addition to a thorough understanding of aquatic safety, you have a responsibility to adhere to the child abuse prevention best practices included in your Y's policies and procedures. If you suspect a student has been abused or if you see abuse happen, including sexual abuse, please follow the mandated reporter policies in your state.

Using This Library

The skill progressions in this library help you break swimming skills down into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills. You can choose activities based on the needs of your Y and your students.

We define parent broadly to include all adults with primary responsibility for raising children, including biological parents, adoptive parents, guardians, stepparents, grandparents, or any other type of parenting relationship.

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Greeting

SETTING EXPECTATIONS

Ask Permission

To teach the habit of asking permission before getting into the water, have students repeat the phrase "Before I get into the pool, I must always ask first." This is an IMPORTANT rule. Then have students ask their parents or you, if their parents aren't available, for permission. Reinforce that they should always have someone watching them around water.

Pool Rules

Ask students to list the rules they should follow at a public pool and why they think the rules are in place:

- Walk. Don't run.
- Play safely. No pushing or rough play.
- Nonswimmers are allowed in shallow water only (i.e., water that comes only to the person's armpits).
- All youth must take a safety swim test and wear a colored safety band at the pool.
- Use pool lifelines for temporary support only.
- Holding your breath and swimming underwater for long distances is not allowed.
- Diving is allowed only in marked areas.
- Diving from the deck is allowed only where the water is more than nine feet deep.

- Lifeguard towers are for lifeguard use only.
- Keep the area around the lifeguard tower clear.
- Emergency equipment is for lifeguard use only.
- [Any pool rules specific to your facility.]

Pool Tour

Take students on a tour of the pool:

- Point out where the water depth changes from shallow to deep.
- Identify the lifeline(s). Explain that, to swim in the deep area, children must pass a safety swim test.
- Identify the lifeguard(s). Explain that when a lifeguard blows his or her whistle, everyone in the pool should turn, look, and listen to the lifeguard's instructions.
- Review posted pool rules. Explain rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Animal Names

Have students pick an animal that starts with the letter of their first name, for example, Dolphin Dion. Use the animal names throughout the session.

Variation: Use food, places, or an adjective.

Name Dance

Have students choose a movement for each syllable of their name. For example, Perry's name has two syllables, so he might do a head nod for "Per" and a hip shake for "ry." Once Perry has demonstrated the movement(s) while saying his name, the whole group does it. Go around the group until every student has created his or her own name dance.

Name Game

Have students line up along the wall. Go down the line pointing to each student and singing the following:

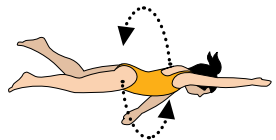


Names, names, what's in a name? I've got a name, you've got a name. What's your name?

The student says his or her name. Have the group repeat the name so everyone becomes familiar with everyone else's name. Repeat for all students.

Name Toss

Have students stand in a circle. One person begins by saying the name of another student and one thing he or she likes about that student before tossing a ball to him or her. That student says the name of a different student, what he or she likes about that student, then tosses the ball to him or her. Repeat until everyone has had a turn.

Skill / Endurance

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Swim, float, swim, 25 yd. (15 yd. preschool) Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 25 yd. (15 yd. preschool).</p>	 <p>1 Endurance, any stroke or combination of strokes, 15 yd. Build to 15 yd.</p> <p>2 Endurance, any stroke or combination of strokes, 25 yd. Build to 25 yd.</p>	 <p>1 Endurance, any stroke or combination of strokes, 25 yd. Build to 25 yd.</p> <p>2 Endurance, any stroke or combination of strokes, 50 yd. Build to 50 yd.</p>

Activities

- P Preschool
- S School Age
- A Teen & Adult

Blockade Runner S A

Mark off a large rectangular playing area in the pool. Divide students into two equal teams and give a kickboard to each student. Have each team line up at its own end of the playing area. Once you give the signal, students kick toward the opposite side, trying to reach it without being blocked by the other team. Students must hold both hands on their kickboards at all times. The boards can be used for either flotation or blocking, but they must remain flat at all times. The first team to have three students reach the other side wins.

Chin-Ball Relay S A

Divide students into teams. Have students line up along the wall in chest-deep water, with half of each team on the opposite side of the pool. Give a ball to the first person on each team. Ask them to push the ball with their chins, mouths, or faces while walking across the pool holding their hands behind their backs. Students push the ball until it touches the far edge of the pool, then a teammate standing on the opposite side of the pool takes over. The relay continues back and forth until all students have participated at least once.

Variation: Have students carry and pass the ball by tucking it between their chins and their chests, or play without teams. Intermediate swimmers can swim in deep water to perform this activity.

Marco Polo S A

Arrange students in deep water. Have them tread water (use life jackets if necessary). Select one student to be the caller and allow him or her to use a flotation device. The caller closes his or her eyes and yells "Marco." All other students respond "Polo." The caller tries to tag other students by moving toward their voices. When a student is tagged, that student becomes the new caller.

Noodle Relay P S A

Divide students into teams. Have half of each team line up on the opposite side of the pool. The relay consists of three heats, with each person on the team swimming across the pool three times, switching off to a teammate on the other side of the pool between lengths. In the first heat, everyone sits on a pool noodle. In the second heat, everyone lies on their stomachs on a pool noodle. In the last heat, everyone pulls the pool noodle across the pool.

Obstacle Course S A

Create an obstacle course in waist-deep to over-the-head water (depending on students' skill level) using some of the following equipment: diving bricks, kickboards, buoyed lines, rope, large plastic hoops, mats, poker chips, buckets, balls, or other pool equipment, and a stopwatch or a clock that times to the second. Specify which skills you want students to use in different parts of the course in order to provide skill-

specific practice. Students first try to swim through the course without stopping, then swim through for time.

Variation: This also can be done as a relay race. For beginners, you can create a shallow-water course that emphasizes above-water skills. Add variety by having students perform different skills or strokes to get to each obstacle.

Relay Races P S A

Divide students into teams of equal ability and have them race across the pool. As each student finishes, he or she exits the pool and lines up. The first team to line up gets a round of applause. The other team(s) gets big smiles and words of encouragement.




Variations:

- Bob across the pool.
- Swim backward across the pool.
- Swim on back across the pool.
- Let students make up their own variation.

Sharks & Minnows P S A

Move students to a water depth that is comfortable for them. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Skill / Front Crawl

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Front glide, 10 ft. (5 ft. preschool) Push off wall into front glide toward instructor, who is 5–10 ft. away.</p> <p>2 Front glide, roll to side glide Same as progression 1, but roll into side glide to breathe.</p> <p>3 Front glide, with kick, roll to side glide Same as progression 2, but with any kick.</p> <p>4 Swim on front, 15 yd. (10 yd. preschool) Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).</p>	 <p>1 Swim on front, 15 yd. (10 yd. preschool) Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).</p> <p>2 Front glide, with flutter kick, 15 yd. Launch into front glide with flutter kick starting from hip, knees and ankles loose. Roll to side to breathe. Kick for 15 yd.</p> <p>3 Front glide, rhythmic breathing, 15 yd. Same as progression 2. Roll to side as one arm drops to hip; other arm in a streamlined position. Inhale. Bring hands back to streamlined position and roll to front. Exhale. Build to 15 yd.</p> <p>4 Front crawl, rotary breathing, 15 yd. Same as progression 3, but extend arm fully in front. Pull underwater forcefully until arm reaches hip. Arm recovers out of water. Alternate arms and repeat. Time arms with breathing. Build to 15 yd.</p>	 <p>1 Front crawl, rotary breathing, 15 yd. See 5 / Stroke Development.</p> <p>2 Front glide, with flutter kick, 25 yd. See 5 / Stroke Development.</p> <p>3 Front glide, rotary breathing, 25 yd. Build to 25 yd.</p> <p>4 Front crawl, bent-arm recovery, 25 yd. Same as progression 3, but during arm recovery, immediately lift elbow high, fingertips stay close to body and surface. Build to 25 yd.</p>

Activities

- P** Preschool
- S** School Age
- A** Teen & Adult

LEGS

Kick With Flotation **P S A**

Have students flutter kick on their fronts with a kickboard or other flotation device. Ask them to focus on kicking from the hip.

Vertical Flutter Kick **P S A**

Have students flutter kick, vertically, in deep water. They can begin with a flotation device if needed.

ARMS

Chicken-Wing Drill **P S A**

Have students perform front crawl. When their arms begin the recovery, have them bring their thumbs up and tuck them into their armpits so their upper bodies are propelled by the “wings” created by the forearms. Tell them to keep their arms in a V shape. Explain that the feeling of having their elbows bent severely is the same feeling they want to have during arm recovery.

Instructor note: Use this drill to help correct a persistent windmill-type stroke. Have students swim close to the wall. They will either bend their elbow or hit their hand on the wall.

Fist Drill **S A**

Have students perform front crawl with closed hands or holding tennis balls. Have them practice keeping their bodies balanced and feeling the forearm in the stroke.

One-Arm Drill **S A**

Have students put one arm in front and the other at their sides. Have students perform one-arm front crawl for four to eight strokes, then repeat on the other side. Ask them to focus on arm pull and recovery.

Pull-Buoy Swim **S A**

Have students, particularly those who can't float or who have a weak flutter kick, perform front crawl with a pull buoy between their legs to provide additional buoyancy, which minimizes kick action and emphasizes arm action.

Right- & Left-Arm Breathers **S A**

To help students time their breathing with arm strokes, have students extend their left arms with a locked elbow while they pull with their right arms. Ask them to breathe on every right-arm pull. Then have them reverse: right arm extends and the left arm pulls.

Shark-Fins Drill **P S A**

During front crawl, have students pretend to make shark fins with their arms. Ask them to practice putting their elbows up first on the recovery.

Swim-the-Rope Drill **S A**

Hold a jump rope or stretch cord and encourage students to kick and use front-crawl arms to pull themselves along the rope.

Variation: Have students use the lane rope and pull with only one arm while the other arm maintains a streamlined position.

Throw-It-Away Drill **S A**

Have students perform front crawl, pretending they have a weight in their hands. After they complete the pull, tell them to throw the “weight” out of the water.

BODY & BREATH CONTROL

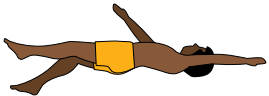


Shoulder-Roll Drill **S A**

Have students perform front crawl. When the arms come out on each side, ask students to breathe and pause. Make sure they turn their heads to each side and look at their elbows to emphasize the feeling of slicing through the water and body “balance” while in the 45-degree position.

Side-Glide Drill **P S A**

Have students begin in a streamlined position, count three kicks, then body roll to the side as one arm drops to the hip and the other remains extended. Have students count for three to eight kicks before rolling to the other side, then repeat the entire series.

Skill / Back Crawl

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Back glide, 10 ft. (5 ft. preschool) Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).</p> <p>2 Back glide, with kick Same as progression 1, but with any kick.</p> <p>3 Swim on back, 15 yd. (10 yd. preschool) Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).</p>	 <p>1 Swim on back, 15 yd. (10 yd. preschool) Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).</p> <p>2 Back glide, with flutter kick, 15 yd. Launch into back glide with flutter kick starting from hip, knees and ankles loose. Align head, shoulders, and hips at surface, with nose toward ceiling. Roll to side to breathe. Kick for 15 yd.</p> <p>3 Back crawl, 15 yd. Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.</p>	 <p>1 Back crawl, 15 yd. Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Alternate arms. Build to 15 yd.</p> <p>2 Back glide, with flutter kick, 25 yd. Build to 25 yd.</p> <p>3 Back crawl, pull, 25 yd. Launch into back glide with flutter kick. Keep hands straight and in line with shoulders as they enter water smoothly while body rolls. Little finger enters water first. Pull is continuous. Alternate arms. Build to 25 yd.</p>

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Back-Fin Kick **P S A**

Have students flutter kick on their backs using flippers. Flippers force the kick to come from the hip.

Variation: Have students hold their arms in a streamlined position or at their sides, or perform arm action.

Back Kick With Kickboard **P S A**

Have students hold kickboards to their chests and practice flutter kick on their backs.

Variation: Have students use a flotation belt placed low on the hips.

ARMS

30-60-90 Drill **S A**

Have students perform back crawl by lifting one arm straight from the leg to 30 degrees, then moving it back to their sides. Have them lift the same arm to 60 degrees and back, then to 90 degrees and back. Finally, have them lift the arm all the way around and back to their sides (full back-crawl pull). Repeat with the other arm.

Double-Arm Drill **P S A**

Have students perform back crawl using both arms simultaneously with a flutter or dolphin kick. Have them bend the elbows and work on shoulder flexibility.

Little-Finger-First Drill **S A**

Have students perform back crawl, putting their little fingers into the water first on entry (i.e., thumb out, and little finger in).

One-Arm Drill **S A**

Have students perform back crawl with one arm extended and the other arm at their sides. As the pulling arm begins, the opposite shoulder “pops” out of the water, while the head remains in a fixed or steady position. Ask students to switch arms and repeat. Have them practice good hand entry, a bent elbow, and a strong kick.

Pull-Buoy Swim **S A**

Have students perform back crawl while holding a pull buoy between their legs to allow for more concentration on the arm stroke.

Touch-Down Drill **S A**

Have students perform back crawl, keeping one arm at their hips while the other arm completes its pull and recovery, catching up to the second arm. Repeat with the second arm.

BODY & BREATH CONTROL

Changeover Drill **S A**

Have students swim seven strokes of front crawl, then flip over and swim seven strokes of back crawl.

Variation: Have students try five and three strokes of each.

Goggle Drill **P S A**

Have students perform back crawl with their goggles on their foreheads, forcing them to swim without moving their heads so their goggles do not slip off.

Kick-Switch Drill **S A**

Have students perform back glide and flutter kick with one arm in a streamlined position. Have them kick three to eight times before switching arms and repeating. Have students work to move side to side during the body roll as they reach back with one arm and then the other.

Shoulder-Roll Drill **S A**

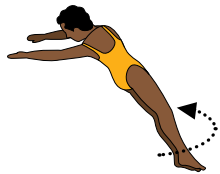
Have students kick on back in a streamlined position, with their hands at their sides and their palms down. Have them do three to eight kicks while rotating to the side and lifting their opposite shoulders. Repeat on the other side.

Three-Kicks-One-Pull Drill **P S A**

Have students do three kicks and one pull on the right side, then three kicks and one pull on the left side.

Skill / Dive

PREREQUISITE



1 Jump, push, turn, grab

Stand on edge of pool, jump in, submerge, push off bottom of pool, reach for wall, and exit.

2 Jump, turn, grab, in deep water

Same as progression 1, but in water that is overhead.

3 Jump, swim, turn, swim, grab, 10 yd.

In deep water, jump in, surface, swim on front for 10 yd., turn, swim back to wall, and exit.

STAGE PROGRESSION



1 Dive, sitting

Sit on edge of deep end, arms in a streamlined position. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

ADVANCED



1 Dive, sitting

See 5 / Stroke Development.

2 Dive, kneeling, over object

Kneel on edge of deep end with one knee on pool deck and other knee bent, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and touch hands to surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, kneeling

Same as progression 2, without object.

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber **P S A**

Have students sit on the side of the pool and curl up in a little ball (like a seed). “Water” the students with a watering can, or by sprinkling or splashing water on them. Encourage students to stand up and “grow” when they get wet. “Chop” the students one at a time by lightly tapping at their shins and having them dive into the water.

Diving Contest **P S A**

Run a diving contest. Give “awards” to students for things like smallest splash, straightest dive, silliest dive, etc. Make sure students stay safe when they dive; discourage backward or spinning dives.

Hoop Dive **P S A**

Hold a hoop in the deep end, and have students dive through the hoop.

Variation: Hold the hoop further from the wall, and then have students dive through it. You can also have students dive over a pool noodle.

In & Out **P S A**

Have students get into and out of the pool in various ways (at wall, using stairs, walking if it’s a zero-depth pool, etc.).

Long, Shallow Dive **P S A**

Have students dive in and surface glide upon entry. Encourage students to enter the water further out each time, attempting to add distance rather than depth to the dive. Once in the water, have students angle their hands up toward the surface to slow their downward motion as they stay in a streamlined position.

Variation: Once students have mastered this dive, they can start the dive with a back-and-forth arm swing to gain momentum.

Object Dive **S A**

Have students perform a dive and collect an object at the bottom of the pool.

Variation: If students cannot make it to the bottom, have them dive and swim to a floating object and collect it.

Racing Start **S A**

Have students stand in a stride position (feet on the pool deck) and attempt a competitive racing start or dive: bent over in a crouched position, fingertips touching the side of the pool, and chin tucked. When you say “Take your mark...go!” students dive into the pool headfirst.

Rocket Booster **P S A**

Have students sit on the side of the pool with the soles of their feet on the pool wall, arms over their ears, and hands together over their heads. Have them “blast off” by diving into the water, their noses just missing their knees, and pushing off the wall with their feet (the push is their “rocket booster”).


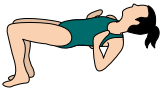
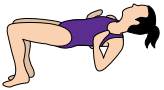
Submarine **P S A**

Have students line up at the deep end of the pool with their toes over the edge. Tell students to stand tall and straight with their arms over their heads and their hands together. Say “I am a submarine booster; wait until I come to boost you off.” Move behind the students and, one at a time, place your hands on each student’s waist and tell the student to bend forward with hands pointing into the water. Guide the student into the water, saying “Blast off!” as each diver is launched. Remind students to steer themselves up once their arms enter the water.

Superhero Dive **P S A**

Have students imitate a superhero flying position as they dive. Have them bend over to point their hands toward the water, keeping their heads down and their ears between their arms until their legs are in the water.

Skill / Resting Stroke, Elementary Backstroke

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Back glide, 10 ft. (5 ft. preschool) Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).</p> <p>2 Back glide, with kick Same as progression 1, but with any kick.</p> <p>3 Swim on back, 15 yd. (10 yd. preschool) Push off wall into back glide with any kick toward instructor. Begin to incorporate arm action. Build to 15 yd. (10 yd. preschool).</p>	 <p>1 Back glide, elementary backstroke kick, 15 yd. Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 15 yd.</p> <p>2 Back glide, elementary backstroke arms, 15 yd. On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 15 yd.</p> <p>3 Resting stroke, elementary backstroke, 15 yd. Combine progressions 1 and 2. Build to 15 yd.</p>	 <p>1 Back glide, elementary backstroke kick, 25 yd. Using kickboard, perform inverted breaststroke kick: feet drop below knees and flex while toes turn out and legs whip around together. Do not let knees break surface of water. Build to 25 yd.</p> <p>2 Back glide, elementary backstroke arms, 50 yd. On back with pull buoy, begin with hands at sides, then slide them up to armpits. Extend arms out to side (slightly above shoulders). Press palms toward feet in a sweeping motion. Repeat. Build to 50 yd.</p> <p>3 Resting stroke, elementary backstroke, 50 yd. Combine progressions 1 and 2. Build to 50 yd.</p>

Activities

- P** Preschool
- S** School Age
- A** Teen & Adult

LEGS

Count-the-Kicks Drill **P S A**

Have students swim elementary backstroke kick with a kickboard. Count the number of kicks per length. Have students attempt this drill a few times so they can work on reducing the number of kicks each length.

Inverted Breaststroke Kick **P S A**

Have students perform inverted breaststroke kick while holding the kickboard to their stomachs. Tell them to drop their feet directly below their knees, lift them toward their shins, and turn them out as their legs whip together. The knees should not break the surface of the water.

Noodle Kicks **P S A**

Have students hold a pool noodle behind their backs and work on whip kick while they watch their legs. Have students do 10 scissor kicks with their knees straight, then 10 whip kicks. Have them practice watching their legs and seeing the difference between the kicks.

Vertical Breaststroke Kick **P S A**

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they kick for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm Mantras **P S A**

Use the following mantras to describe what elementary backstroke arms look like:

- Tickle, T, Touch
- Monkey, Airplane, Soldier
- Chicken, Airplane, Soldier
- Little Bird, Big Bird, Flap
- Little T, Big T, I

Elementary Backstroke on Land **P S A**

Have students stand on the pool deck and practice elementary backstroke arms: slide hands up sides to armpits, extend arms at shoulder height with palms facing feet, press palms toward feet in a sweeping motion, slide hands up sides again, and repeat.

Variation: Have students try adding a kick motion with one leg while standing.

No-Kick-Pull Drill **S A**

Have students perform elementary backstroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Tell them not to kick. Ask them to be aware of the push of the paddles against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows. Only use paddles of an appropriate size for short

periods of time, because overuse can cause shoulder injuries. Hand paddles should be slightly bigger than a student's hands. If the hand paddle pulls away from the hand at any time during the pull, it may create drag that impedes forward progress. Use additional stroke drills to correct the drag detected using the paddles.

BODY & BREATH CONTROL

Alternating Glides **S A**

Have students glide on their backs and perform the elementary backstroke arm pull while keeping their legs together, then glide with their arms at their sides, performing only the kick. Repeat.

Integrated-Movement Mantra **P S A**

Use this mantra to practice synchronizing elementary backstroke arms and legs: "Pull, kick, glide, two, three."

Rocket Glide **P S A**

Have students perform the elementary backstroke and pretend they are rocket ships. With each "blast" (kick and pull of the arms) let them see how far they can last in the glide before blasting off again.

Skill / Tread Water

PREREQUISITE



1 Tread water, 10 secs., near wall, & exit

In deep water and within arm's reach of wall, tilt head back to submerge ears. Use arms and legs to keep face out of water. After 10 secs., front glide to wall and exit.

2 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool), then swim on front to wall and exit.

STAGE PROGRESSION



1 Tread water, 1 min. & exit (30 secs. preschool)

In deep water, 3 ft. from wall, move to a vertical position with shoulders in water. Tilt head back to submerge ears. Use arms and legs to keep face out of water. Build to 1 min. (30 secs. preschool).

2 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

ADVANCED



1 Tread water, scissor & whip kick, 1 min.

Jump in and tread water for 1 min. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, scissor & whip kick, 2 mins.

Same as progression 1. Build to 2 mins.

Activities

- P** Preschool
- S** School Age
- A** Teen & Adult

LEGS

Kick-Outs **P S A**

Have students float vertically in deep water wearing a flotation device (e.g., life jacket, float belt) and kick to bring shoulders out of the water for 10 seconds. Increase time and remove flotation device as students' endurance increases. Remind students to keep their bodies aligned from head to toe (hips under the shoulders). Then have students move to a horizontal position and front glide with kick to the wall.

Kick-Ups **P S A**

Hold a rescue tube or pool noodle above students' heads while they tread or kick in the deep end. Students can use a flotation device or hold onto a pool noodle or tube.

Variation: Raise the tube and have them try to kick up to it.

ARMS

Smooth the Sand **P S A**

Have students practice sculling by moving their palms close together as if they were making a pile of sand, then flipping them away from each other as if they were smoothing the pile of sand. Use flotation devices as needed.

BODY & BREATH CONTROL

Honest Abe **S**

Divide students into two groups. Hand out four to five pennies to each student. Ask students to place half of the pennies facedown on the pool deck and half faceup. Have the students tread water about four feet from the side. Tell them that you will call out statements such as "Running is allowed on the pool deck." If they think the statement is true, they rush out of the water and turn all their pennies faceup; if they think it is not true, they turn all their pennies facedown. The first team to turn over all their pennies correctly wins.

Marco Polo **S A**

Arrange students in deep water. Have them tread water, (use life jackets if necessary). Select one student to be the caller, and allow him or her to use a flotation device. Have him or her close their eyes. The caller yells "Marco," and all other students respond "Polo." The caller will try to tag a swimmer by listening to their voices. When a student is tagged, that student becomes the new caller.

Noodle Stunts **P S A**

Move students into deep water and give each a pool noodle. Ask them to try to balance on their pool noodle in a sitting position. Once they have achieved this, ask them to try variations such as those that follow:

- Spinning in a circle
- Pretending to row using the breaststroke, crawl-stroke pulls, or variations of sculling
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- Placing the pool noodle underneath the body to practice front crawl, butterfly, and breaststroke arms (with no kick)
- Performing a handstand on the pool noodle
- Balancing on the pool noodle in a kneeling position
- Floating on the back with the pool noodle under the ankles or behind the knees




Sharks & Minnows **P S A**

Move students to a water depth that is comfortable for them. Choose one student to pretend to be the shark. When the shark says "Sharks and minnows," the rest of the students (the minnows) attempt to swim to the other side without getting caught by the shark. If a student is caught, that student becomes the shark for the next round. Play continues until all the minnows have been turned into sharks.

Tread Water While Singing **P S A**

Have students tread water while singing their favorite song.

Skill / Breaststroke

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Front glide, 10 ft. (5 ft. preschool) Push off wall into front glide toward instructor, who is 5–10 ft. away.</p> <p>2 Front glide, roll to side glide Same as progression 1, but roll into side glide to breathe.</p> <p>3 Front glide, with kick, roll to side glide Same as progression 2, but with any kick.</p> <p>4 Swim on front, 15 yd. (10 yd. preschool) Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).</p>	 <p>1 Breaststroke, kick, 15 yd. Begin with straight legs and pointed toes. Bring heels toward body by bending knees 90 degrees without pulling them under the body. Flex feet and turn toes out. Kick feet out (knees and feet spread), then squeeze legs back together to starting position. Build to 15 yd.</p>	 <p>1 Breaststroke, kick, 25 yd. See 5 / Stroke Development.</p> <p>2 Breaststroke, arms, 25 yd. Begin with arms stretched out in front, palms facing away from each other. Spread arms apart, bending elbows. Scoop hands toward chest, bring them together, then cut through water back to starting position. Use any kick to propel forward. Build to 25 yd.</p> <p>3 Breaststroke, 25 yd. Begin with breaststroke arms. As hands come together in front of chest, lift head to breathe, pull heels up, and begin kick. Inhale and surge forward by submerging face and kicking legs together. Return legs and arms to starting position. Build to 25 yd.</p>

Activities

- P** Preschool
- S** School Age
- A** Teen & Adult

LEGS

Breaststroke Kick on Back **P S A**

Have students perform breaststroke kick on back with a kickboard or arms in a streamlined position.

Chin-Kick Drill **S A**

Have students perform breaststroke kick while keeping their chins at the surface of the water and their arms at their sides.

Heel-Touch Drill **S A**

Have students hold their hands together, clasped at the small of their backs, and perform breaststroke kick, taking a breath with every kick at the proper time. Ask students to touch their heels to their fingertips on recovery to practice flexing the foot up and pushing the water back with the soles of the feet.

Kick at Wall **P S A**

Have students sit on the edge of the pool with their feet in the water and practice the breaststroke kick.

Kickboard Series **P S A**

Have students practice breaststroke kick with support, such as a kickboard, pool noodle, or other flotation device. If using a kickboard, have students hold it with their arms outstretched. If using a pool noodle, have students place it behind their backs, holding each end in their hands.

Push-Kick Drill **S A**

Have students perform breaststroke kick while holding onto the wall. Stand behind each student and place your hands on the soles of the student's feet. As the student kicks, use your hands to provide resistance, helping them practice an effective kick and develop a feel for pushing water with their feet.

Vertical Breaststroke Kick **P S A**

Have students tread water using breaststroke kick. Ask them to keep their hands out of the water or place them on top of their heads while they bob up for air for one minute to condition legs, develop thrust, and get a feel for pushing water with their feet.

ARMS

Arm-Build-Up Drill **S A**

Have students perform breaststroke arms, beginning with small wrist sculls and building gradually to a full-sized arm pull. Alternate pulling with a straight arm and a bent arm.

Arm Mantras **P S A**

As students practice breaststroke arms, have them think about the following:

- Make a pizza and cut through the middle.
- Spread peanut butter, scoop the bread together, and cut the sandwich.

- Scoop ice cream and eat it.
- Place hands in a bowl of frosting, scrape frosting off the sides, lick hands, and stretch out to give some frosting to a friend. Remember to "lick and kick" for proper stroke coordination.

Breaststroke Pull With Dolphin Kick **S A**

Have students perform breaststroke arms with dolphin kick.

No-Kick-Pull Drill **S A**

Have students perform breaststroke wearing hand paddles and holding a small tube, pull buoy, or kickboard between their thighs. Ask them not to kick but to be aware of the push, or "press," against the water, which develops a feel for the pull, helps streamline it, and improves the lift of the elbows.

On-Deck Drill **P S A**


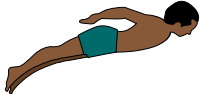
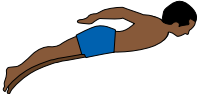
Have students lie on the deck with their chests over the side of the pool. Have them perform breaststroke pull with their arms in the water. The side of the pool limits their pull, helping them get a feel for a short pull.

BODY & BREATH CONTROL

One-Pull-Two-Kicks Drill **S A**

Have students perform breaststroke, pairing one pull with two kicks. Ask them to focus on the glide and breathing at the right time throughout the drill.

Skill / Butterfly

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Front glide, 10 ft. (5 ft. preschool) Push off wall into front glide toward instructor, who is 5–10 ft. away.</p> <p>2 Front glide, roll to side glide Same as progression 1, but roll into side glide to breathe.</p> <p>3 Front glide, with kick, roll to side glide Same as progression 2, but with any kick.</p> <p>4 Swim on front, 15 yd. (10 yd. preschool) Push off wall into front glide with any kick toward instructor. Begin to incorporate arms, alternate or symmetric. Roll into side glide to breathe when needed. Build to 15 yd. (10 yd. preschool).</p>	 <p>1 Butterfly, kick, 15 yd. Push off wall into front glide. Move whole body in a wave-like motion, with hips close to surface. Drop chest down, then bring chest up, allowing the hips to follow both movements. Repeat continuously for the rest of the distance. Build to 15 yd.</p>	 <p>1 Butterfly, kick, 15 yd. See 5 / Stroke Development.</p> <p>2 Butterfly, simultaneous arm action, 15 yd. Push off wall into front glide. Begin pull underwater; hands press out, squeeze in, then press out again, making a keyhole shape. Arms accelerate out over water, swing out to the side, and then come back around to the front. Thumbs drop in again to complete recovery.</p> <p>3 Butterfly, simultaneous arm action & kick, 15 yd. Combine progressions 1 and 2. Build to 15 yd.</p>

Activities

P Preschool
S School Age
A Teen & Adult

LEGS

Dolphin Kick on Back **P S A**

Have students perform dolphin kick on their backs to practice the knee bend and hip movement.

Dolphin Kick With Kickboard **S A**

Have students perform dolphin kick with a kickboard, then take the kickboard away and have them perform it without the kickboard.

Head-Down-Kick Drill **P S A**

Have students perform dolphin kick with their heads down, chins tucked, and their arms at their sides, breathing every two kicks.

Head-Up-Kick Drill **S A**

Have students perform dolphin kick with their heads out of the water.

Hoop Swim **P S A**

Have students perform dolphin kick through a plastic hoop.

Side-Kicking Drill **S A**

Have students perform dolphin kick on their sides in a streamlined position, with six kicks on one side and six kicks on the other.

Single-Leg-Kick Drill **P S A**

In a streamlined position, have students perform butterfly kick with just their right legs, then repeat with their left legs. Ask them what the kick reminds them of (flutter kick).

Underwater Dolphin Kick **S A**

Have students perform dolphin kick underwater with their hands at their sides, then with their hands in a streamlined position. Ask students to pretend they are fish, mermaids, or dolphins and that their legs are glued together.

ARMS

Standing Butterfly **P S A**

Have students perform butterfly arms while standing up and bending over in shallow water. Ask them to isolate each arm and practice their hand and arm entry: Thumbs drop in first, almost lining up with the eyes. Hands press out, squeeze in, then press out again (with breath). Arms move out over water to the side and around. Thumbs drop in again to complete recovery.

Variation: Have students perform standing butterfly while walking.

Thumb-Touch-Hip Drill **S A**

Have students perform butterfly and pause when their hands touch their hips while they continuously kick. Repeat.

BODY & BREATH CONTROL

3 x 3 x 3 Build-Up Drill **S A**

Have students perform butterfly, pulling three times with the right arm, then three times with the left, and finishing with a complete stroke three times.

Breathing Drill **S A**

Have students perform butterfly, taking a breath every other stroke.

Butterfly With Fins **P S A**

Have students perform butterfly with fins.

Dolphin Dives **S A**

Have students perform butterfly by pushing off the bottom, launching out of the water, taking a stroke, then diving back to the bottom to push off again.

Kick-Pull-Kick-Stop Drill **S A**

Have students begin in a streamlined position, do one kick, and then begin keyhole pull with their arms. As their hands begin to press past their waists, the second kick takes place; the legs "slam" down as their hands finish the press. Their hands and arms then retract close to their bodies before the hands extend back out, similar to the breaststroke recovery. Repeat.

Safety & Character Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the character and safety topics that follow to promote cognitive and social-emotional development. This holistic approach creates a safe space where adults and children can build relationships and feel like they belong, in addition to feeling a sense of achievement as they develop important life skills.

TOPIC 4.1	TOPIC 4.2	TOPIC 4.3	TOPIC 4.4
<p>WEATHER</p> <p>Discuss why it's important to pay attention to weather when swimming:</p> <p>Storms can come up fast and can produce strong winds, heavy rain, and lightning.</p> <p>Share the following tips for staying safe in potentially dangerous weather:</p> <ul style="list-style-type: none"> - Monitor threatening weather. - When thunder roars, go indoors. - Get to a safer structure. - Postpone aquatic activities. - The pool can be considered safe to reoccupy 30 minutes after the last lightning is seen or thunder is heard. 	<p>FIRST AID</p> <p>Discuss the basic first aid steps students should take if someone is bleeding:</p> <ul style="list-style-type: none"> - Call for help. - Get gloves and put them on. - Cover the wound. - Apply direct pressure. <p>Have students role-play victim and rescuer:</p> <p>Make sure rescuers call for help, put on gloves, apply direct pressure to the wound with a sterile pad, and apply roller gauze or an elastic bandage.</p>	<p>HYPOXIC BLACKOUT</p> <p>Discuss hypoxic blackout and how it can happen:</p> <p>Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.</p> <p>Discuss how to prevent hypoxic blackout:</p> <ul style="list-style-type: none"> - Don't hold your breath and swim underwater for long distances. - When swimming short distances underwater, always have a buddy. 	<p>OPEN WATER</p> <p>Ask students to list some of the dangers of open water:</p> <ul style="list-style-type: none"> - Swimmers can get caught in currents. - It's harder to supervise swimmers. - Cold water can make swimming and floating more difficult. <p>Ask students what they can do to keep themselves safe in open water:</p> <ul style="list-style-type: none"> - Know how to swim. - Never swim alone. - Always swim near a lifeguard. - Don't float where you can't swim. - Don't fight the current. If you get caught, just go with the flow. - Don't dive in headfirst.

TOPIC 4.5	TOPIC 4.6	TOPIC 4.7	TOPIC 4.8
<p>GOAL SETTING</p> <p>Ask students why goals are important:</p> <p>Goals help you focus on something you are trying to do or achieve.</p> <p>Ask students to set personal swimming goals:</p> <p>Have them think about the skills they have already learned and what they want to accomplish by the end of the session.</p> <p>Help them achieve at least one of their goals throughout the session.</p>	<p>HEART RATE</p> <p>Ask students what a heart rate is:</p> <p>Your heart rate is the rate at which your heart beats. If someone is found unconscious, you can check his or her heart rate to determine what action to take.</p> <p>Have students find their heart rate:</p> <p>Place your index and middle fingers to your neck or wrist to find your pulse. Count the beats for 10 seconds. Multiply the number of beats by six to determine your heart rate. You can also use heart rate to determine how hard you are exercising. The faster your heart rate, the harder your body is working.</p>	<p>NUTRITION</p> <p>Ask students to name some things they can eat or drink to keep their bodies and minds healthy:</p> <p>Drink plenty of water and choose healthy foods like fruits, veggies, and whole grains.</p> <p>Discuss with students the benefits of choosing water over sugary drinks:</p> <p>Did you know your brain is over 70 percent water? Water is essential to life. It is the best for giving us energy and keeping us hydrated.</p>	<p>BOATING</p> <p>Discuss some of the dangers of boating and what students can do to keep themselves safe:</p> <p>The boat could capsize or collide with another boat. Drowning can occur when boaters do not wear life jackets.</p> <p>Wear a United States Coast Guard–approved life jacket. Don’t stand up in small boats. Don’t overload the boat. Don’t boat at night or in low-visibility conditions.</p> <p>With a boat (pretend or real), have students paddle in life jackets and practice getting into and out of the boat.</p>