

Skill & Topic Library

5 / STROKE DEVELOPMENT

Teaching This Stage

This stage introduces breaststroke and butterfly and reinforces water safety through treading water and sidestroke. As you work with students at this stage, focus on the following important milestones:

- Developing stamina in the front crawl and back crawl
- Developing the breaststroke and butterfly
- Building endurance techniques for deep-water safety

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.

Contents

Greeting	3
Endurance	4
Front Crawl	6
Back Crawl	8
Dive	10
Resting Stroke, Elementary Backstroke	12
Resting Stroke, Sidestroke	14
Tread Water	16
Breaststroke	18
Butterfly	20
Safety & Character Topics	22

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:


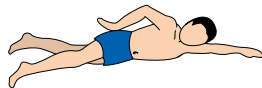

Names, names, what's in a name? I've got a name, you've got a name. What's your name?

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 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>	 <p>1 Endurance, any stroke or combination of strokes, 50 yd. Build to 50 yd.</p> <p>2 Endurance, any stroke or combination of strokes, 100 yd. Build to 100 yd.</p> <p>3 Endurance, any stroke or combination of strokes, 150 yd. Build to 150 yd.</p>

Activities

S School Age
A Teen & Adult

Battleship **S A**

Have students imagine that the pool is a battleship. The deep end is the bow of the ship, the shallow end the stern, the left side as you face the bow is port, and the right side as you face the bow is starboard. Tell students that you will say one of these directions and they should respond by swimming to that side and sitting on or touching the pool edge. For instance, if you say "Port," students swim to the left side of the pool.

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.

Forty Ways **S A**

Have students line up at one end (or at the side) of the pool. Have the first student in line swim across the pool using a stroke of his or her own choice. The second student then swims across using a different stroke, and so on until all students have gone. Any innovative way to move through the water is acceptable. If you play for more than one round, change the order of the students for each round.

Hang on Harvey **S A**

Divide students into teams. Have half of each team line up on the opposite side of the pool. The first student in line swims a length. At the end of the length, the first student picks up the next team member, who hangs onto the first student's feet during the return lap. When the first student touches the end, the student gets out of the pool, and the second team member becomes the lead swimmer and repeats the process. The race continues until all team members have had a turn at hanging on.

Newspaper Relay **S A**

Divide students into teams. Have half of each team line up on the opposite side of the pool in waist-deep to over-the-head water. Give the first student on each team a newspaper page. Tell the student to swim a set distance on back without getting the page wet and then hand the paper over to a teammate on the other side of the pool.

Noodle Relay **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 **S A**

Divide students into teams of equal ability and have them race across the pool. As students finish, they exit the pool and line 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.

Skill / Front Crawl

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <p>1 Swim on front, 15 yd. (10 yd. preschool) See 4 / Stroke Introduction.</p> <p>2 Front glide, with flutter kick, 15 yd. See 4 / Stroke Introduction.</p> <p>3 Front glide, rhythmic breathing, 15 yd. See 4 / Stroke Introduction.</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. Launch into front glide with flutter kick. 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>2 Front glide, with flutter kick, 25 yd. Same as progression 1, but without arms. Build to 25 yd.</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>	 <p>1 Front crawl, bent-arm recovery, 25 yd. See 6 / Stroke Mechanics.</p> <p>2 Front glide, with flutter kick, 50 yd. Build to 50 yd.</p> <p>3 Front glide, rotary breathing, 50 yd. Build to 50 yd.</p> <p>4 Flip turn In chest-deep water, practice flipping forward.</p> <p>5 Front crawl, flip turn, 50 yd. Perform front crawl. When nearing wall, tuck chin and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and twist body to front. Build to 50 yd.</p>

Activities

S School Age
A Teen & Adult

LEGS

Kick With Flotation **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 **S A**

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

Variation: Have students hold their hands up by their ears while they kick.

ARMS

Catch-Up Drill **S A**

Have students begin in a streamlined position on their fronts. As they do a full pull with one arm, the other arm stays in streamlined position. When the first arm comes to meet the second arm, the second arm begins to pull. Have students practice at least five kicks per arm pull.

Fingertip-Drag Drill **S A**

To reinforce high-elbow recovery, have students practice pulling their thumbs to their sides and dragging their fingertips on the water until they extend out in front for the pull.

Hand-Paddle Swims **S A**

Have students perform front crawl wearing hand paddles. The paddles add surface area to the hands. 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.

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.

Shark-Fins Drill **S A**

During front crawl, have students pretend to make shark fins with their arms. Ask them to practice putting their elbows in 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 **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 Swim on back, 15 yd. (10 yd. preschool) See 4 / Stroke Introduction.</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>	 <p>1 Back crawl, pull, 25 yd. See 6 / Stroke Mechanics.</p> <p>2 Back glide, with flutter kick, 50 yd. Build to 50 yd.</p> <p>3 Flip turn In chest-deep water, practice flipping forward.</p> <p>4 Back crawl, pull & flip turn, 50 yd. Perform back crawl. When nearing wall, flip onto front, tuck chin, and somersault, curling legs tightly into body. When upside down, push hard with feet off wall and stay on back. Build to 50 yd.</p>

Activities

S School Age
A Teen & Adult

LEGS

Back-Fin Kick **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 **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.

Bent-Arm Pull Using Rope **S A**

Have students swim on their backs next to the lane rope. Ask them to reach with the arm closest to the lane, grab the lane rope, and pull it to complete an arm

pull. The other arm remains at the hip. Repeat on the other side on the return length.

Double-Arm Drill **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.

Hand-Paddle Swims **S A**

Have students perform front crawl wearing hand paddles. The paddles add surface area to the hands. 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.

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.

Stop-&-Go Drill **S A**

Have students perform back crawl by lifting one arm straight from the leg to 90 degrees, then moving it back to their sides.

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

Goggle Drill **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.

Skill / Dive

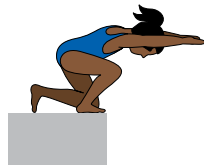
PREREQUISITE



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.

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.

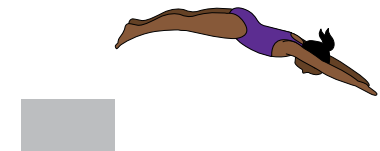
2 Dive, kneeling, over object

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.

ADVANCED



1 Dive, kneeling

See 6 / Stroke Mechanics.

2 Dive, standing, over object

Stand on edge of deep end, toes on edge of pool deck, arms in a streamlined position. Instructor holds object (pool noodle) to dive over. Bend at waist and point hands toward surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.

3 Dive, standing

Same as progression 2, without object.

Activities

S School Age
A Teen & Adult

Chop, Chop, Timber **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 **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.

Favorite Animal **S**

Have students stand or sit on the side of the pool. Ask them to think about their favorite animal but not tell anyone what it is. Begin calling out animals (e.g., “Who likes tigers?”). Students dive into the pool when they hear the name of their favorite animal and then return to the wall.

Variation: Use colors, sports, fish, school subjects, etc., as a theme.

Hoop Dive **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 **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 **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**

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.




Submarine **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 **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, elementary backstroke kick, 15 yd. See 4 / Stroke Introduction.</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>This is not a key skill for this stage, but can be reviewed on the first day, as indicated on the lesson guides, or practiced when there is extra time.</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

S School Age
A Teen & Adult

LEGS

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

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

Rocket Glide **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 / Resting Stroke, Sidestroke

PREREQUISITE	STAGE PROGRESSION	ADVANCED
<p>No prerequisite for this stage.</p>	<div data-bbox="709 597 919 669" data-label="Image"> </div> <p>1 Scissor kick, 25 yd. Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 25 yd.</p> <p>2 Sidestroke, arms, 25 yd. Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 25 yd.</p> <p>3 Resting stroke, sidestroke, 25 yd. Combine progressions 1 and 2. Build to 25 yd.</p>	<div data-bbox="1640 597 1850 669" data-label="Image"> </div> <p>1 Scissor kick, 50 yd. Begin in side-glide position with legs together. Bend top knee forward as bottom knee bends back. Snap both legs together. Repeat. Build to 50 yd.</p> <p>2 Sidestroke, arms, 50 yd. Begin in side-glide position. Extend one arm in a streamlined position; keep other at hip. Pull top hand toward body, while bottom hand moves up to meet it. Push bottom hand back to hip, while top hand returns to a streamlined position. Build to 50 yd.</p> <p>3 Resting stroke, sidestroke, 50 yd. Combine progressions 1 and 2. Build to 50 yd.</p>

Activities

S School Age
A Teen & Adult

LEGS

Flotation Kick **S A**

Have students hold a short barbell or flotation device in one hand and practice scissor kick.

Group Kicking **S A**

Have all students lie on their sides, facing the same direction, four to five feet apart at the wall. Have all students bend their knees, then stop; extend their legs straight, then stop; and execute a thrust of the legs together, then stop. Then have them recover their legs to a bent position, pause, set the feet, pause, extend the legs, pause, set the feet, and thrust. After students have mastered the various parts of the kick, have them perform recovery-extension-thrust in one continuous motion.

Variation: Have students perform the drill on land, with their legs extended over the edge of the pool, or as an individual drill in which they are supported by a buddy or a kickboard.

Kick at Side of Wall **S A**

Have students lie on their sides, holding onto the edge of the pool, and practice the scissor kick on each side.

Kick on Land **S A**

Have students lie on their sides on land and practice the scissor kick.

Noodle Kicks **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 Kicking **S A**

Have students practice treading water with a basic scull and scissor kick. Designate which foot goes forward.

ARMS

One-Arm Drill **S A**

Have students perform sidestroke, pulling with only one arm, while the other arm remains in a streamlined position. Switch arms and repeat.

Pick-an-Apple Drill **S A**

Have students perform sidestroke, moving their arms as if they were picking an apple from a tree, putting it in a basket, then reaching for another.

Pull-Buoy Arm Drill **S A**

Have students practice sidestroke arm pull with a pull buoy between their legs.

BODY & BREATH CONTROL

Arm-Leg Coordination **S A**

With or without a flotation device, have students perform sidestroke with a focus on coordinating each arm independently with the scissor kick. Then have them try the entire stroke, first with a flotation device, if desired, then without one.

Kicking With Arm Assist **S A**

Have students perform sidestroke. To emphasize the timing of the top arm and the leg kick, have them hold onto their top leg with their top arm and push on the leg with the arm during the kick. Repeat on both sides.

Sidestroke Mantra **S A**

Have students use this mantra as they perform sidestroke slowly: "Pull, kick, glide, two, three."

Sidestroke With Kickboard **S A**

Have students perform sidestroke with a kickboard. Ask them to support their bottom hands with the flotation device and practice coordinating the top arm and kick. After they have accomplished this, have them practice with just the bottom arm and the kick. Finally, have them perform the full stroke without any flotation device.

Skill / Tread Water

PREREQUISITE



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.

STAGE PROGRESSION



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.

ADVANCED



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

Jump in and tread water for 2 mins. Scull with arms and use any kick to maintain a vertical position. Swim to wall and exit.

2 Tread water, retrieve object off bottom, tread 1 min.

Jump in and retrieve object from bottom of pool. Surface, tread water for 1 min., scull with arms, and use any kick to maintain a vertical position. Drop object, swim to wall, and exit.

Activities

S School Age
A Teen & Adult

LEGS

Kick-Outs **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 **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 **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

Assembly Line **S A**

Have students form a single-file line and tread water while passing a dive ring or other object over their heads

to the person behind them. Continue until the object reaches the last person, then have them pass the object back to the front of the line.

Noodle Push **S A**

Have students find a partner and face that person with a pool noodle lengthwise between them. Have students put their hands on the pool noodles and tread water as they attempt to push their partner across the pool.

Noodle Stunts **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 **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.

Tidal Wave **S A**

Have students tread water in a circle and try to pass a ball around the circle without touching it, using only the movement they create in the water. When the ball goes all the way around the circle, have them reverse direction.

Tread Water in a Circle **S A**

Have students tread water in a circle while passing a dive ring or small ball around the circle. Build to one to two minutes, depending on stage.




Tread Water in a T-Shirt **S A**

Have students wear a T-shirt and tread water.

Tread Water While Singing **S A**

Have students tread water while singing their favorite song.

Skill / Breaststroke

PREREQUISITE	STAGE PROGRESSION	ADVANCED
 <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. 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 25 yd.</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>	 <p>1 Breaststroke, 25 yd. See 6 / Stroke Mechanics.</p> <p>2 Breaststroke, kick, 50 yd. Build to 50 yd.</p> <p>3 Breaststroke, arms, 50 yd. Build to 50 yd.</p> <p>4 Open turn When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.</p> <p>5 Breaststroke, open turn, 50 yd. Combine progressions 3 and 4. Build to 50 yd.</p>

Activities

S School Age
A Teen & Adult

LEGS

Breaststroke Kick on Back **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 **S A**

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

Kickboard Series **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 the student practice an effective kick and develop a feel for pushing water with their feet.

Vertical Breaststroke Kick **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 Mantras **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 **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.

Pull With Support **S A**

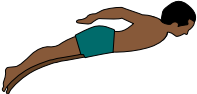
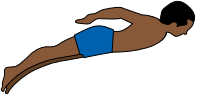
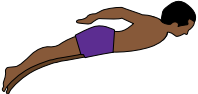
Have students practice breaststroke pull with a pull buoy or a pool noodle. Have students place the flotation device between their thighs to discourage kicking.

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 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. Push off wall into front glide. Move whole body in a rhythmic motion with hips close to surface. Build to 15 yd.</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>	 <p>1 Butterfly, simultaneous arm action & kick, 15 yd. See 6 / Stroke Mechanics.</p> <p>2 Butterfly, kick, 25 yd. Build to 25 yd.</p> <p>3 Butterfly, arms, 25 yd. Build to 25 yd.</p> <p>4 Open turn When nearing wall, extend arms toward wall. When hands touch, tuck legs and pull them toward wall. Bring arms together in front of the body, overhead. Push off in a streamlined position.</p> <p>5 Butterfly, 25 yd. Combine progressions 3 and 4. Build to 25 yd.</p>

Activities

S School Age
A Teen & Adult

LEGS

Dolphin Kick on Back **S A**

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

Head-Down-Kick Drill **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 **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 **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

Keyhole **S A**

Have students perform butterfly arms standing up: draw a keyhole with arms, focusing on a strong push at the end and overarm recovery.

One-Arm Drill **S A**

Have students perform butterfly across the pool, pulling with one arm, then swim another length pulling with the other arm. Have them swim a final length with both arms.

Standing Butterfly **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.

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 **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 a 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 5.1	TOPIC 5.2	TOPIC 5.3	TOPIC 5.4
<p>HELP TECHNIQUE</p> <p>Teach students HELP (Heat Escape Lessening Position):</p> <p>If a boat overturns and you fall into the water, a life jacket will help keep you afloat. If the water is cold, you can also use your life jacket to protect yourself from overexposure by getting into HELP. To do this, cross your arms over your chest and hug your body. Cross your ankles, lean back slightly, and keep your head above water.</p>	<p>SHOCK</p> <p>Discuss what it means if someone is in shock:</p> <p>Shock is a medical condition that occurs when the body doesn't provide enough oxygenated blood to all tissues. Symptoms include pale skin, rapid pulse, rapid and shallow breathing, cold and sweaty skin, nausea, and vomiting.</p> <p>Share how to help someone in shock:</p> <ul style="list-style-type: none"> - Call 911. - Treat any serious bleeding. - Have the person rest comfortably. - Conserve the person's body heat. - Do not give the person anything to eat or drink. 	<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>HUDDLE POSITION</p> <p>Ask students to demonstrate HELP and describe what the acronym stands for:</p> <p>HELP (Heat Escape Lessening Position) involves floating in a tucked position with a life jacket on to preserve body heat.</p> <p>Discuss how to stay warm if there are multiple people in the water:</p> <p>Huddle position allows a group of people to preserve body heat by sharing heat if they are in the water for a long period of time.</p>

TOPIC 5.5	TOPIC 5.6	TOPIC 5.7	TOPIC 5.8
<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>ABDOMINAL THRUSTS</p> <p>Ask students what it means when someone is choking and what usually causes someone to choke:</p> <p>Choking occurs when a person can't breathe because something is blocking his or her airway. Choking can happen when someone gets food or an object stuck in his or her throat.</p> <p>Ask students what they should do to help someone who may be choking:</p> <p>Call 911 and perform abdominal thrusts, which help to dislodge the object stuck in the person's throat.</p> <p>Demonstrate abdominal thrusts on a mannequin or kickboard.</p>	<p>REST & RELAXATION</p> <p>Discuss what contributes to feeling rested and relaxed:</p> <ul style="list-style-type: none"> - Turning off screens, especially before bed, to allow your mind to rest - Sleeping 8 to 10 hours a night - Going to bed at the same time every night <p>Ask students why it is important to get enough rest:</p> <ul style="list-style-type: none"> - So you have enough energy for the next day - To prevent illness - So your brain and body can grow and remain healthy 	<p>WATER PARKS</p> <p>Ask students if they've ever been to a water park and, if so, what their favorite part was.</p> <p>Share some safety rules at water parks:</p> <ul style="list-style-type: none"> - Stay with your group and arrange a spot to meet if you get separated. - Follow the rules of the slide; ride in the proper position, as directed. - Walk, don't run. - Listen to and obey lifeguards. - Put on sunscreen regularly. - In a wave pool, know the depth of the water you are entering; listen for the signal that the waves are starting.