

Safety Around Water

SKILL & TOPIC LIBRARY

Teaching This Program

In this program, students learn basic water safety skills with a focus on acclimating to the water by submerging fully and developing two benchmark skills:

- **Swim, float, swim, 10 ft.** helps students reach the side of the pool if they are not within reach by swimming on front, rolling to the back to breathe when they get tired, grabbing the wall, and climbing out
- **Jump, push, turn, grab** helps students safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out

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. Limit participants to a single inhalation whenever you ask them to hold their breath and submerge. Set safety limits when setting up activities that involve submerging or swimming underwater. 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 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.

WATER ADJUSTMENT

Follow the Leader

Choose one student to be the leader. Ask him or her to stand facing away from the other students. Ask the other students to line up single file, facing the leader. The leader performs a water safety skill that the others must repeat. Have students take turns leading and following.

Head & Shoulders

Have students sit on the stairs in shallow water. As a group, sing the following lyrics and dip each body part into the water as it is mentioned:

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Hokey Pokey

In shallow water (if possible), arrange students in a circle and do the "Hokey Pokey." Encourage students to get wet and move independently in the water.

You put your right arm in,

You put your right arm out,

You put your right arm in,

And you shake it all about.

You do the Hokey Pokey and you turn yourself around.

That's what it's all about.

Repeat using the left arm, right and left legs, head, and whole self. You can also try other body parts, such as the nose, ear, shoulder, and so on.

If You're Happy and You Know It

As a group, sing the following:

If you're happy and you know it, clap (splash) your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it,

Then your life will surely show it,

If you're happy and you know it, clap your hands.

Variations:

If you're happy and you know it, nod your head, etc.

If you're happy and you know it, kick your feet, etc.

If you're happy and you know it, pat your tummy, etc.

Ring Around the Rosie

Have students hold hands in a circle and sing the following:

Ring around the rosie,

Pockets full of posies,

Splashes, splashes,

We all fall down.

Students blow bubbles or duck their heads under the water, depending on their skill level.

Wheels on the Bus

Have students form a circle and sing the following:

The wheels on the bus go round and round,

Round and round, round and round. The wheels on the bus go round and round, all through the town.

Move hands in a circular motion in the water.

Second verse: The doors on the bus go open and shut.

Move body back and forth.

Third verse: The windows on the bus go up and down.

Bob or get chin wet.

Fourth verse: The baby on the bus cries wah, wah, wah.

Move one hand toward and away from mouth.

Fifth verse: The parent on the bus goes sh, sh, sh.

Put one finger to mouth.

Sixth verse: The driver on the bus says, "Move on back."

Throw thumb behind shoulder.

Seventh verse: The horn on the bus goes beep, beep, beep.

Hit water with one hand.

Eighth verse: The people on the bus all wave bye-bye.

Wave good-bye.

Skill / Submerge

BEGINNER



1 Blow bubbles

Blow bubbles with nose and mouth. If hesitant, start with blowing on the surface of the water. Build to submerging mouth and nose while exhaling. Hum, if needed, to practice skill.

2 Get head & face wet

Submerge face or instructor pours water over head.

3 Submerge head

Submerge entire head underwater. If hesitant, start with putting mouth and nose underwater, then eyes, ears, and, finally, top of head.

4 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

INTERMEDIATE



1 Submerge, bob independently

Hold onto wall, submerge body, and exhale underwater.

2 Submerge, 3 secs., exhale, surface, inhale

Same as progression 1, but submerge for 3 secs.

3 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

ADVANCED



3 Submerge, look at object on bottom

Submerge body, exhale underwater, open eyes, look at object on bottom, surface, and inhale.

2 Submerge, retrieve object in chest-deep water

Instructor holds object below surface. Submerge face, open eyes, and retrieve object.

Activities

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

Dig for a Bone **P S**

Have students pretend to be a dog digging for a bone in the water. See how far each student can go toward the bottom of the pool.

Firefighter Pole **P S A**

Hold a pole in the water so it touches the bottom of the pool. Have one student at a time hold onto the pole and climb down, hand over hand, to the bottom.

Variation: Put a toy at the bottom of the pool. Ask students to bring it back to the surface with them.

Hoop Swim **P S A**

Have students paddle or swim through a submerged hoop. If no hoop is available, have them swim to a floating mat (magic carpet).

London Bridge **P**

In shallow water, where students can stand, use a pool noodle to make a bridge. Raise and lower the bridge. Encourage students to submerge to the bottom as they go under the bridge.

Magic Soap **P**

To encourage students to get their faces wet, ask them to wash their faces with imaginary magic soap and a magic washcloth.

Making Muffins **P S**

Tell students they are going to make bran muffins. Have them imitate the following motions:

- Soften the butter. (Pound water with fists.)
- Pour the honey. (Splash water toward the middle.)
- Crack the egg. (Chop water with a karate chop.)
- Measure the wheat bran. (Clap hands together in water.)
- Add the raisins. (Splash water in the air.)
- Mix everything together. (Stir water.)
- Put it in a muffin pan. (Splash water over the shoulder.)
- Put it in the oven. (Shove water with both hands.)
- Watch the muffins bake. (Submerge face and open eyes.)
- Take them out of the oven. (Pull water backward with hands.)
- Eat the muffins. (Bring water to face with cupped hands.)

Practice on Land **P S A**

Have students practice holding their breath on land, then practice in the water.

Talk to the Fish **P S A**

Ask students if they have ever talked to a fish underwater and what it would be like if they tried. Have every student go underwater and pretend to talk to a fish.

Variation: Have students hum with their faces submerged.

Target Submerge **P S A**

Have students look at targets, toys, or objects at the bottom of the pool as they submerge.

Tea Party **P S A**

Have students sit on the bottom and pretend to have a tea party.

Treasure Dive **P S A**

Throw dive rings or other objects to the bottom of the pool. Tell students to go to the bottom, pick up the objects, and bring them back to the surface.

Underwater Band **P S**

Have students pick an instrument. On your count, have each student go underwater to play his or her instrument.

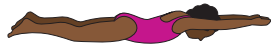
Yard Sale **S A**

Spread a variety of sinking toys on the bottom of the pool. Split students into two teams. Have them line up on opposite sides of the pool. On your signal, have students gather as many toys as they can. The team that brings more toys back to its side of the pool wins.

Variation: Include both floating and sinking toys.

Skill / Front Glide

BEGINNER



1 Front walk to wall, face submerged

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Front glide, assisted, holding wall

Hold onto wall, move into front glide by lifting feet off bottom, submerge face.

3 Front glide, assisted, to wall, one arm's length, feet on bottom

Stand one arm's length from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), feet remain on bottom. Move toward wall and grab it with both hands.

4 Front glide, assisted, to wall, 5 ft.

Same as progression 3, but with both feet off bottom. Build to 5 ft. from wall.

INTERMEDIATE



1 Front glide, assisted, to wall, 5 ft.

Stand 5 ft. from wall. With arms in a streamlined position, bend over to submerge face (exhaling through nose), both feet off bottom. Move toward wall and grab it with both hands.

2 Front glide, to wall, three arms' lengths, touch wall with fingertips

Same as progression 1, but without assistance. Build to three arms' lengths and touch with fingertips instead of grabbing with hands.

3 Front glide, to object near wall

Same as progression 2, but grab object (pool noodle) placed near wall with both hands. Build to 10 ft. (5 ft. preschool).

4 Front glide, 10 ft. (5 ft. preschool)

Push off wall into front glide toward instructor, who is 5–10 ft. away.

ADVANCED

 **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! **P S**

Ask students to pretend to be a rocket on their fronts. Tell them to yell “Three, two, one, blastoff!” as they push off the wall in a streamlined position.

Count the Kicks **P S A**

Have students swim in a streamlined position on their fronts and perform a certain number of kicks or kick for a certain amount of time, for example, “Can you kick your legs 10 times before you touch the side?”

Fish Fins **S A**

Have students perform kicking drills on their fronts with or without a flotation device or wearing fins to improve kick mechanics and feel. Fins force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action. Ask them to focus on body roll and side breathing with their kick.

Flotation **P S A**

Use flotation devices to help students achieve a streamlined body position on front. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Flotation Glide With Float Belt **P S A**

Use float belts to help students achieve a streamlined body position on the front and side. Ask them to add a

kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft **P S A**

Have students kick on front with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly.

Noodle Glide **P S A**

Have students extend one arm along a pool noodle and balance in a side-glide position. Have students practice various kicks to reinforce forward movement.

Noodle Roll **P S A**

Have students extend one arm along a pool noodle and balance in a side-glide position. Rotate the pool noodles to help students roll from side glide to front. Repeat. Ask students to maintain a streamlined position throughout.

Rope Pull **P S A**

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their fronts with their heads submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Side Glide, Three Pulls, Side Glide **P S A**

Have students push off the wall in a side glide, do three strong arm pulls, and roll on front. Repeat on the other side.

Superhero Glide **P S**

Ask students how superheroes fly; for example, say “Do superheroes fly with bent arms or bent legs?” No! Tell them to pretend that they’re superheroes (each student can choose his or her favorite superhero) and stretch out on their fronts using the wall or a kickboard.

Target Glide **P S A**

Place an object like a sinking toy on the bottom of the pool. As students perform a front glide, have them keep their heads down and look at the target.

Toy Glide **P S**

Have students glide in a streamlined position on their fronts toward a ball or toy tossed into the water.

Tube Pull **P S A**

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward through the water on their fronts or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Swim on Front

BEGINNER	INTERMEDIATE	ADVANCED
<p>Prerequisite skills to swim on front are front float and front glide.</p>	<p>Prerequisite skills to swim on front are front float and front glide.</p>	<div data-bbox="1459 576 1726 669" data-label="Image"> </div> <ol style="list-style-type: none"> <li data-bbox="1381 738 1942 852"> <p>1 Front glide, 10 ft. (5 ft. preschool) Push off wall into front glide toward instructor, who is 5–10 ft. away.</p> <li data-bbox="1381 893 1900 998"> <p>2 Front glide, roll to side glide Same as progression 1, but roll into side glide to breathe.</p> <li data-bbox="1381 1047 1837 1120"> <p>3 Front glide, with kick, roll to side glide Same as progression 2, but with any kick.</p> <li data-bbox="1381 1161 1963 1347"> <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>

Activities

P Preschool
S School Age
A Teen & Adult

1-2-3-Breathe Drill **S A**

Have students begin in a side-glide position with a kick. Have them do three long overarm front-crawl pulls. On the last one, instruct students to keep their arms extended and roll to a side glide, take a breath, and kick three times. Repeat on the other side.

3-2-1 Blastoff! **P S**

Ask students to pretend to be a rocket on their fronts. Tell them to yell "Three, two, one, blastoff!" as they push off the wall in a streamlined position.

3 x 3 Drill **P S A**

Have students perform three sets of 1-2-3-Breathe Drill in succession.

Count the Kicks **P S A**

Have students swim in a streamlined position on their fronts and perform a certain number of kicks or kick for a certain amount of time, for example, "Can you kick your legs 10 times before you touch the side?"

Fish Fins **S A**

Have students perform kicking drills on their fronts with or without a flotation device or wearing fins to improve kick mechanics and feel. Fins force the kick to come from the hip. Encourage students to keep their arms

streamlined, at their sides, or employ arm action. Ask them to focus on body roll and side breathing with their kick.

Flotation Glide With Float Belt **S A**

Use float belts to help students achieve a streamlined body position on the front and side. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft **P S A**

Have students kick on front with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly.

Noodle Glide **P S A**

Have students extend one arm along a pool noodle and balance in a side-glide position. Have students practice various kicks to reinforce forward movement.

Rope Pull **P S A**

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their fronts with their heads submerged, students pull themselves, hand over hand, along the rope, then add overarm recovery.

Side Glide, Three Pulls, Side Glide **P S A**

Have students push off the wall in a side glide, do three strong arm pulls, and roll on front. Repeat on the other side.

Superhero Glide **P S**

Ask students how superheroes fly; for example, say "Do superheroes fly with bent arms or bent legs?" No! Tell them to pretend that they're superheroes (each student can choose his or her favorite superhero) and stretch out on their fronts using the wall or a kickboard.

Three-Pulls-&-a-Roll Drill **P S A**

Have students perform 3 x 3 Drill, but with bilateral breathing. Make sure the roll is side to side.

Toy Glide **P S**

Have students glide in a streamlined position on their fronts toward a ball or toy tossed into the water.

Tube Pull **P S A**

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward through the water on their fronts or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Water Exit

BEGINNER



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

INTERMEDIATE



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

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ADVANCED



1 Elbow, elbow, tummy, knee, assisted

Grab edge of pool and lift body out of water by pushing down on pool deck, one elbow at a time. Shift weight to tummy and bring one knee onto pool deck. Move into a standing position. Instructor provides extra leverage by holding student under armpits as student lifts one knee onto pool deck or by putting one knee under the student to act as a step stool.

2 Water exit, independently

Same as progression 1, but without assistance.

Activities

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

Chop, Chop, Timber **P S**

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 jump into the water.

Hoop Jump **P S A**

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

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump 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.).

Jump Into My Circle **P S**

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest **P S A**

Run a jumping contest. Give “awards” to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump **P S A**

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Raisins **P S**

Have students stand on the pool deck. Tell them they are grapes and that you are going to turn them into raisins. Have them jump into the pool one at a time to rinse themselves off. Encourage them to fully submerge to wash themselves completely. Then tell the students they need to dry out in the sun to become raisins. Ask them to exit the pool and sit on the pool deck to dry themselves out. After a few seconds, tell students they now need to jump into the box. One more time, have students jump into the pool one at a time and then exit.

Treasure Chest **P S**

Ask students to pretend they are pirates raiding a treasure chest (a pile of toys on the pool deck). Have students begin in the water, climb out to grab a toy, slide into the water with that toy, and put it in a pile on a floating kickboard.

Wake-Up Shark **P S**

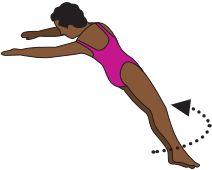

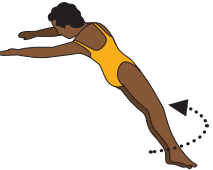
Have students stand with their backs against the wall. Pretend you are a fish or a shark. Ask students what time they want the shark to wake up. If they say eleven o’clock, submerge and count to 11 while the students try to climb out of the pool before the shark “gets” them.

Water Color **P S**

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Jump, Push, Turn, Grab

Jump, push, turn, grab is a benchmark skill consisting of the following progressions:

BEGINNER	INTERMEDIATE	ADVANCED
 <p>1 Jump & grab wall, assisted Stand on edge of pool, jump in, and submerge while holding instructor's hand. Grab wall and climb out.</p> <p>2 Jump, push off bottom, grab wall, assisted Stand on edge of pool, jump in, submerge, and push off bottom while holding instructor's hand. Grab wall and climb out.</p> <p>3 Jump, push, turn, assisted by guiding wrist, grab wall Stand on edge of pool, jump in, submerge, and push off bottom. Instructor assists by turning toward wall with wrist. Grab wall and climb out.</p> <p>4 Jump, push, turn, grab, assisted Same as progression 3, but instructor assists to wall.</p>	 <p>1 Jump, push, turn, grab, assisted Stand on edge of pool, jump in, and submerge while holding instructor's hand.</p> <p>2 Jump, push, turn, grab Stand on edge of pool, jump in, submerge, and push off bottom while turning toward wall. Grab wall with both hands and exit.</p>	 <p>1 Jump, push, turn, grab, assisted Stand on edge of pool, jump in, and submerge while holding instructor's hand.</p> <p>2 Jump, push, turn, grab Stand on edge of pool, jump in, submerge, and push off bottom while turning toward wall. Grab wall with both hands and exit.</p>

Activities

P Preschool
S School Age
A Teen & Adult

Chop, Chop, Timber **P S**

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 jump into the water.

Favorite Animal **P 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 jump into the pool when they hear the name of their favorite animal and then return to the wall.

Hoop Jump **P S A**

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

Variation: Hold the hoop further from the wall, and then have students jump through it. You can also have students jump 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.).

Jack Be Nimble **P S**

Have students sit or stand on the edge of the pool. Hold a pool noodle out in front of each student, keeping it low enough to jump over safely. Have students recite the following:

Jack be nimble, Jack be quick.

Jack jump over the candlestick.

As students say the last line, they jump over the pool noodle into the pool.

Jump Into My Circle **P S**

Have students stand or sit on the side of the pool. Hold a hoop on the surface. On the count of three, have students jump through the hoop, submerging briefly.

Variation: Have students jump from varying heights or, for older students, dive (where water depth is appropriate).

Jumping Contest **P S A**

Run a jumping contest. Give “awards” to students for things like biggest splash, straightest jump, silliest jump, etc. Encourage students to try new jumps, such as pencil or cannonball. Make sure students stay safe when they jump; discourage backward or spinning jumps.

Parachute Jump **P S A**

Have students stand or sit on the side of the pool and pretend they are jumping from an airplane with a parachute. On the count of three, have students jump into the pool, submerging briefly and pushing off the bottom. Then have them return to the side and climb out.

Walk, Turn, Walk, Grab **P S A**

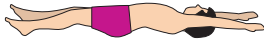
Have students stand in shallow water. Instruct them to walk away from the wall a few feet, turn around, and walk back to the wall without assistance. If the water is too deep for students to touch, have them practice the skill with flotation devices.

Water Color **P S**

Ask students to choose what color they want to be. Tell them that the water has been dyed that color and they need to jump or slide into the water, push off the bottom, turn and grab the wall, and climb out to become that color.

Skill / Back Float

BEGINNER



1 Standing, head back, assisted

Stand facing wall, tilt head back, walk 5 ft. forward.

2 Standing, head back, on one foot, assisted

Same as progression 1, on one foot.

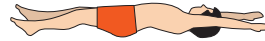
3 Back float, assisted, 10 secs.

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Use flotation device as needed. Instructor may stand by head to assist. Instructor assists back to a vertical position.

4 Back float, assisted, 10 secs., recover independently

Same as progression 3. Build to 10 secs., recover independently.

INTERMEDIATE



1 Back float, assisted, 10 secs., recover independently

Lie relaxed on back, level with water, head back, ears submerged, tummy above water. Attempt for 10 secs. Movement or travel OK. Instructor may stand by head to assist or use flotation device as needed. Recover independently.

2 Back float, 20 secs. (10 secs. preschool)

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

ADVANCED

 **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

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

Animal Float **P S**

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a back float with arms and legs as far out as possible, a puffer fish is a back float with tummy as big as possible, and a barracuda is a back glide in a streamlined position with legs and arms taut.

Lily Pads **P S**

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are lily pads holding a frog. Encourage them to help their frog get to another lily pad by keeping the boards on their tummies and working on kicking.

Noodle Wrestle **P S A**

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Rainbow Belly **P S**

Ask students to imagine they have rainbow bellies. Students arch their backs to stick out their stomachs.

Sunglasses Swim **P S**

Have students float on their backs and put on funny sunglasses. Encourage students to keep the sunglasses dry as they float. Remind them that sunglasses help keep sunlight out of their eyes in outdoor pools.

Target Float **P S A**

Have students focus on a spot on the ceiling as they do the back float. Have them keep their heads back and look at the target.

Toy Toss **P S**

Sit down with students on the pool deck. Hand them each a toy. Take the toys back and hold them up, one at a time, asking who had each toy so that there will be no confusion later when they retrieve their toys from the water. Have students close their eyes, then throw the toys a reasonable distance into the water. Ask students to front glide to their toys. Once they retrieve their toys, have them turn onto their backs and float with their toys on their tummies. Throw the toys only 10 to 20 feet so that students have to turn over sooner.

Tummy Ride **P S**

Lightly support students under their shoulder blades as they do the back float. Have them put their tummies up and their heads back. Place a small toy on their stomachs and have them take it for a "ride."

Wake Up! **P S**

Have each student select a number between 1 and 12. One at a time, lay students on their backs. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number selected. Exclaim "Wake up!" and gently lift students into a vertical position out of the water.

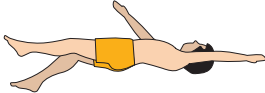
Watermelon Tummy **P S**

Give each student a pretend watermelon seed. Tell him or her to pretend to swallow it. Ask students to imagine the watermelon growing bigger in their stomachs. As the imaginary watermelon grows bigger, students have to arch their backs to stick out their stomachs. As they do, their heads naturally go back and they assume a floating position.

Wave to the Fishies **P S**

Have students kick to the other end of the pool in a back-float position and pretend there are fishies at the bottom of the pool. (Name the fish after the students, if you wish.) Tell them to wave to the fishies with their hands at their hips and their palms facing toward the bottom.

Skill / Swim on Back

BEGINNER	INTERMEDIATE	ADVANCED
<p>Prerequisite skills to swim on back are back float and back glide.</p>	<p>Prerequisite skills to swim on back are back float and back glide.</p>	 <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>

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! **P S**

Ask students to pretend to be a rocket on their backs. Tell them to yell “Three, two, one, blastoff!” as they push off the wall.

Back Kick With Kickboard **S A**

Have students hold a kickboard to their chests and kick on back.

Be Like **P S**

Ask students to pretend to be like the following as they float on their backs:

- A cloud
- A feather
- An ice cube floating in water
- A letter “T”
- A napping puppy
- An airplane
- A rocket

Fish Fins **S A**

Have students perform kicking drills on their backs with or without a flotation device or wearing fins to improve kick mechanics and feel. Have students practice kicks with flippers. Flippers force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action.

Flotation **P S A**

Use flotation devices to help students achieve a streamlined body position on back. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft **P S A**

Have students kick on back with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly. You can incorporate arm pulls with older students.

Hula-Hoop Glide **P S A**

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. Have them push off from the bottom or the wall and do a back glide for as long as they can, going through the hoop on their backs.

Noodle Glide **P S A**

Have students lie on their backs holding pool noodles to their chests and maintaining balance. Have students practice various kicks to reinforce forward movement.

Rope Pull **P S A**

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their backs

with heads back and ears submerged, students pull themselves, hand over hand, along the rope, then add back-crawl overarm recovery.

Superhero Glide **P S**

Ask students how superheroes fly; for example, say “Do superheroes fly with bent arms or bent legs?” No! Tell them to pretend that they’re superheroes (each student can choose his or her favorite superhero) and stretch out on their backs using the wall or a kickboard.

Target Glide **P S A**

Have students focus on a spot on the ceiling as they swim on back. Have them keep their heads back and look at the target.

Toy Rescue Swim **S**

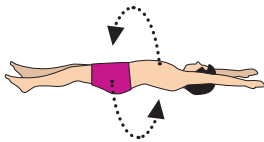
One at a time, have students put a toy on a kickboard and then float on their backs to the other side of the pool with the kickboard balanced on their stomachs. Students try to get to the other side without the toy falling off the kickboard or letting the kickboard drift away from their bodies.

Tube Pull **P S A**

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward on their backs through the water or in a streamlined side-glide position. Have them reach and feel for a straight extended-body position.

Skill / Roll

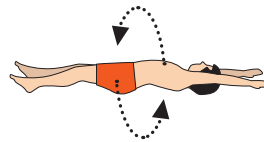
BEGINNER



1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

INTERMEDIATE



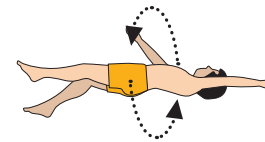
1 Roll, assisted, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front. Instructor assists as needed.

2 Roll, back to front & front to back

Same as progression 1, but without assistance.

ADVANCED



1 Roll, back to front & front to back

Float on front with face submerged. Instructor cues to turn on back. After two to three breaths on back, instructor cues again to turn on front.

Activities

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

Alligator Roll **P S A**

Have students begin on their backs holding a pool noodle. One at a time, hold students lightly at the shoulder. Lift one shoulder up and press the other shoulder down to initiate the roll. Assist students in rolling from back to front and front to back.

Corkscrew **P S A**

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Flip-Flop **P S A**

Face students. Ask them to float on their fronts and kick to move forward toward you, using a pool noodle if needed. When you call "Flip-flop," students flip from their fronts to their backs. When you call "Flip-flop" again, they flip from their backs to their fronts. Repeat several times.

Hula-Hoop Roll **P S A**

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a back float and then roll onto their fronts to swim through the hoop.

I'm a Little Pancake **P**

Have students float on their backs as they sing the following to the tune of "I'm a Little Teapot":

I'm a little pancake on my back.
I'm a little pancake nice and flat.
I'm a little pancake on my back.
Flip me over, just like that.

After the last line has been sung, students roll to the front.

Log Roll **P S A**

Have students begin in a front-float position with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting. See how many continuous rolls they can perform before getting dizzy.

Nap Time Roll **P S**

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Noodle Wrestle **P S A**

Have students stand in the water and each hug a pool noodle (or rescue tube) so that the device is vertical in the water. Ask students to lie facedown horizontally in the water, wrapping their legs around their devices. The device will flip students onto their backs.

Roller Coaster Ride **P S**

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Superhero Rest **P S**

Have students float on their fronts, pretending to be superheroes. When you say "Rest," they roll onto their backs and rest. Repeat.

Wake Up! **P S**

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently roll students onto their backs. Repeat with students beginning on their backs and rolling to their fronts.

Skill / Front Float

BEGINNER



1 Standing, face submerged, assisted

Stand 5 ft. from wall, submerge face (nose down), walk to wall. If hesitant, blow bubbles.

2 Standing, face submerged, on one foot, assisted

Same as progression 1, on one foot.

3 Front float, assisted, 10 secs.

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed.

4 Front float, assisted, 10 secs., recover independently

Same as progression 3, regain a vertical position independently.

INTERMEDIATE



1 Front float, assisted, 10 secs., recover independently

Lie relaxed on stomach, level with water, face and ears submerged. Hold for 10 secs. Movement or travel OK. Instructor assists as needed. Regain a vertical position independently.

2 Front float, 20 secs. (10 secs. preschool)

Same as progression 1, but without assistance. Build to 20 secs. (10 secs. preschool).

ADVANCED



Basic skill competency achieved

An advanced version of this skill is built into sequences of other skills.

Activities

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

Animal Float **P S**

Ask students what animal they would like to be: starfish, puffer fish, or barracuda. A starfish is a front float with arms and legs as far out as possible, a puffer fish is a front float with tummy as big as possible, and a barracuda is a front glide in a streamlined position with legs and arms taut.

Be Like **P S**

Ask students to pretend to be like the following as they float with their faces in the water:

- A cloud
- A feather
- An ice cube floating in water
- A letter "T"
- A napping puppy
- An airplane
- A rocket

Bumper Fish **P**

Have students pretend to be fish. Ask them to float toward you on their fronts with their faces in the water and try to bump you in the tummy with their heads as they reach you.

Float & Stand **P S A**

Have students line up along the wall in waist- to chest-deep water. One at a time, have students push off from

the bottom or the wall and front float for as long as they can. When they get tired, cue them to pull their knees up and stand.

Variation: Glide and slide—see how long students can glide in the water and compare how long they glide to other students or over time. Students can also add a leg kick and arm motions.

Instructor note: Watch students. Do not let them hold their breath for an extended period of time or float too far.

How Many Seconds? **P S A**

Ask students to keep both feet off of the bottom and front float for one second, then two seconds, then three seconds, etc. See how long students can go. Limit participants to a single inhalation when asking them to hold their breath and submerge.

Variation: See how long students can float in the water compared to other students or between trials. Students can also add a leg kick and arm motions.

How Many Ways? **P S A**

Ask students how many ways they can get their feet off the bottom and float on their fronts (e.g., jump up and lift feet off the bottom momentarily, lift one foot, hold onto the side, hold onto the instructor, put face in the water, use a flotation device).

Starfish **P S**

In chest-deep water, ask students to pretend to be starfish that cannot move without sinking. With your help, have them float on their fronts as motionless as possible.

Variation: This could also be a tag game in which one student "catches" any starfish that is not floating. Students can use flotation devices or a partner to assist with flotation.

Target Float **P S A**

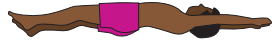
Place an object like a sinking toy on the bottom of the pool. As students do front floats, have them keep their heads down and look at the target.

Wake Up! **P S**

Have each student select a number between 1 and 12. One at a time, lay students on their fronts. Count "One o'clock, two o'clock, three o'clock," etc., until you reach the number they selected. Exclaim "Wake Up!" and gently lift the student into a vertical position out of the water.

Skill / Back Glide

BEGINNER



- 1 Back walk, head back, away from wall, assisted**
Facing wall, tilt head back, drop shoulders, push chest up, walk toward instructor, who is 5 ft. away.
- 2 Back glide, assisted, at wall, on one foot**
Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting one foot off bottom. Glide backward for 5 ft.
- 3 Back glide, assisted, at wall, 5 ft.**
Same as progression 2, but both feet off bottom.

INTERMEDIATE



- 1 Back glide, assisted, at wall, 5 ft.**
Facing wall, tilt head back, drop shoulders, push chest up. Keep arms at side of body, feet on bottom. Slowly bring hips to surface by lifting both feet off bottom. Glide backward for 5 ft.
- 2 Back glide, at wall, on one foot**
Same as progression 1, but on one foot and unassisted.
- 3 Back glide, at wall, 5 ft.**
Same as progression 2, but both feet off bottom.
- 4 Back glide, 10 ft. (5 ft. preschool)**
Push off wall into back glide toward instructor, who is 10 ft. away (5 ft. preschool).

ADVANCED

 **Basic skill competency achieved**

An advanced version of this skill is built into sequences of other skills.

Activities

P Preschool
S School Age
A Teen & Adult

3-2-1 Blastoff! **P S**

Ask students to pretend to be a rocket on their backs. Tell them to yell “Three, two, one, blastoff!” as they push off the wall.

Back Kick With Kickboard **S A**

Have students hold a kickboard to their chests and kick on back.

Be Like **P S**

Ask students to pretend to be like the following as they glide on their backs:

- A cloud
- A feather
- An ice cube floating in water
- A letter “T”
- A napping puppy
- An airplane
- A rocket

Fish Fins **S A**

Have students perform kicking drills on their backs with or without a flotation device or wearing fins to improve kick mechanics and feel. Have students practice kicks with flippers. Flippers force the kick to come from the hip. Encourage students to keep their arms streamlined, at their sides, or employ arm action.

Flotation **P S A**

Use flotation devices to help students achieve a streamlined body position on back. Ask them to add a kick and maintain a stretched body, with extended arms and legs forming a straight line with the head.

Hard & Soft **P S A**

Have students kick on back with a kickboard or flotation device and follow your commands. Instruct students to kick hard, softly, quietly, or loudly. You can incorporate arm pulls with older students.

Hula-Hoop Glide **P S A**

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. Have them push off from the bottom or the wall and do a back glide for as long as they can, going through the hoop on their backs.

Noodle Glide **P S A**

Have students lie on their backs holding pool noodles to their chests and maintaining balance. Have students practice various kicks to reinforce movement.

Rope Pull **P S A**

Position rope or tubing (can use the end of a rescue tube) about one foot under the water. On their backs with heads back and ears submerged, students pull

themselves, hand over hand, along the rope, then add overarm recovery.

Superhero Glide **P S**

Ask students how superheroes fly; for example, say “Do superheroes fly with bent arms or bent legs?” No! Tell them to pretend that they’re superheroes (each student can choose his or her favorite superhero) and stretch out on their backs using the wall or a kickboard.

Target Glide **P S A**

Have students focus on a spot on the ceiling as they do the back glide. Have them keep their heads back and look at the target.

Toy Rescue Swim **S**

One at a time, have students put a toy on a kickboard and then glide on their backs to the other side of the pool with the kickboard balanced on their stomachs. Students try to get to the other side without the toy falling off the kickboard or letting the kickboard drift away from their bodies.

Tube Pull **P S A**

Have students hold a rope or the end of a rescue tube or pool noodle. Pull them forward on their backs through the water. Have them reach and feel for a straight extended-body position.

Skill / Tread Water (optional)

BEGINNER	INTERMEDIATE	ADVANCED
<p>No prerequisite for this stage.</p>	<div data-bbox="940 548 1045 727" data-label="Image"> </div> <ol style="list-style-type: none"> <li data-bbox="764 743 1339 922"> <p>1 Kick vertically, wearing flotation device Wearing flotation device (e.g., life jacket, float belt), float vertically in deep water. Use any kick to keep head above water. Keep body aligned from head to toe (hips under shoulders). Tread for 10 secs.</p> <li data-bbox="764 971 1339 1117"> <p>2 Scull with arms vertically, wearing flotation device Same as progression 1, but use arms only to bring shoulders above water.</p> <li data-bbox="764 1166 1339 1279"> <p>3 Kick & scull vertically, wearing flotation device Same as progression 2, but add back kick to bring shoulders above water.</p> <li data-bbox="764 1328 1339 1507"> <p>4 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.</p> 	<div data-bbox="1570 548 1675 727" data-label="Image"> </div> <ol style="list-style-type: none"> <li data-bbox="1394 743 1969 922"> <p>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.</p> <li data-bbox="1394 971 1969 1198"> <p>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.</p>

Activities

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

Honest Abe **P 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.

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.

Marco Polo **P S**

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 Push **P S**

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 **P S**

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
- Performing a front or back flip while squeezing the pool noodle behind the knees, with the arms pulling opposite the direction of the flip
- 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**

Move students to a water depth that is comfortable for them and have them tread water. 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.

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.

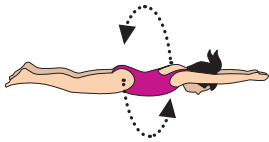
Tread Water While Singing **P S**

Have students tread water while singing their favorite song.

Skill / Swim, Float, Swim

Swim, float, swim is a benchmark skill sequencing front glide, roll, back float, roll, front glide, and exit.

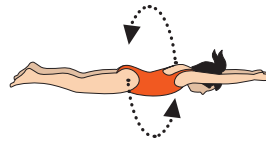
BEGINNER



1 Swim, float, swim, assisted, 10 ft.

Combine front glide, roll, back float, roll, front glide, and exit into a sequence.

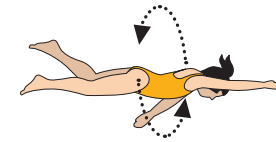
INTERMEDIATE



1 Swim, float, swim, 10 ft.–5 yd.

Combine front glide, roll, back float, roll, front glide, and exit into a sequence. Build to 10 ft.–5 yd.

ADVANCED



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).

Activities

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

Alligator Swim **P S A**

Have each student hold a pool noodle lengthwise and swim on front. When students need to rest, they can roll onto their backs and let the pool noodle help them float. Repeat.

Corkscrew **P S A**

Have students begin on their fronts, do two arm strokes, roll onto their backs, and then rest. Then have them do two strokes on their backs and roll to their fronts. Repeat.

Hula-Hoop Swim **P S A**

Have students line up along the wall in waist- to chest-deep water. Hold a Hula-Hoop vertically, somewhat away from the students, so that the top half is above the water. One at a time, have students push off from the bottom or the wall into a front glide and go through the hoop, then roll to their backs to rest. When they are ready, have them roll onto their fronts and swim through the hoop again.

Kickboard Push **P S A**

Have students pair up. Give each pair a kickboard and have them hold it between them, one student on each end. When you give the signal, all students begin to kick vigorously with the goal of pushing their partner backward three out of five times. When the first round is over, have students pair up with new partners.

Log Roll **P S A**

Have students begin swimming on front with their faces in the water. Ask them to pretend they are logs rolling in the water by rolling onto their backs and then resting, then rolling back onto their fronts to continue swimming. See how many combination rolls they can perform in the distance you ask them to swim.

Nap Time Roll **P S**

Have students lie in a back-float position with kickboards pulled toward their stomachs. Ask them to pretend that they are taking a nap with their favorite stuffed animal clasped to their chest. Ask "Can you take a nap on your back? Can you take a nap on your tummy?" Ask them to roll to illustrate each.

Paddle Push **P S**

Divide students into teams and have the teams form lines on the side of the pool. Give the first person in each line a ball and tell them to paddle across the pool (or other appropriate distance), pushing the ball with their chins. When they get to the other side, tell them to turn and throw the ball back to the next person in line, who will then jump into the water and push the ball across again. Repeat until all team members are on the other side of the pool. The first team to get all players to the other side wins.

Partner Swim, Float, Swim **P S**

Have students find a partner and try to move together, rest together, and move together again. Students can use flotation devices.

Roller Coaster Ride **P S**

Have students float on their fronts. Ask them to pretend to be a roller coaster. When you say "Go!" students roll, twist, and twirl. When they get tired, they can rest on their backs. Repeat.

Scenarios **P S A**

Have students imagine themselves in different scenarios. For example, they could pretend to be polar bears swimming to an iceberg.

Twenty Ways **P S A**

Ask students to demonstrate as many ways of moving through the water on their fronts as possible. When they get tired, have them roll onto their backs and float.

Variation: Divide students into teams and have them compete to come up with skills or limit skills to one type (e.g., propulsion on front or on back).

Safety Topics

At the Y, we set ourselves apart because we are committed to delivering an experience that goes beyond physical skills. Use the 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 1	TOPIC 2	TOPIC 3	TOPIC 4
<p>BENCHMARK SKILLS</p> <p>Describe the two skills students can use to get to the side of the pool if they are in trouble and why each of them is important:</p> <ul style="list-style-type: none"> - Jump, push, turn, grab helps you safely exit the pool by pushing off the bottom, grabbing the wall, and climbing out. - Swim, float, swim helps you get to the side of the pool if you are not within reach by swimming on your front, rolling to your back to breathe when you get tired, grabbing the wall, and climbing out. 	<p>REACH OR THROW, DON'T GO</p> <p>Explain why it's important not to jump in to save a friend who is struggling in the water and what to do instead:</p> <p>A panicked person in the water can grab you and pull you under. Use an object to reach out to your friend and pull him or her back to the shore, the bank, or the side of the pool. Use anything long enough to extend your reach or help your friend float, such as a pool noodle.</p> <p>Have students practice a reaching assist and a throwing assist using various objects. Make sure they stay low to the ground and keep themselves safe.</p>	<p>CALL 911</p> <p>Ask students when they should call 911:</p> <p>Call 911 if you think a person is in trouble and there is no adult nearby.</p> <p>Discuss what students should be prepared to tell a 911 operator:</p> <ul style="list-style-type: none"> - Your first and last name - The address of your location - The telephone number you're calling from - What happened and how many people are hurt <p>Using a toy phone, demonstrate, and have each student practice, making a 911 call.</p>	<p>CPR</p> <p>Ask students what CPR is and why someone would need it:</p> <p>Cardiopulmonary resuscitation (CPR) helps maintain vital blood flow to the heart and brain. If someone doesn't respond, check for breathing and a pulse. When you can't see, hear, or feel any signs of breathing and you can't find a pulse after 10 seconds, the person probably needs CPR.</p> <p>Demonstrate how to check for a pulse and to see if someone is breathing by listening, feeling, and watching for signs of breath. Let students practice on one another.</p>

TOPIC 5	TOPIC 6	TOPIC 7	TOPIC 8
<p>BACKYARD POOLS</p> <p>Ask students what they can do to keep themselves safe in their, or a friend's, backyard pool:</p> <ul style="list-style-type: none"> - Don't swim without permission or without adult supervision. - Ask an adult for help if you want something in or around the pool. - Keep your hands, fingers, feet, and toes out of any openings in the pool, such as grates. - Don't swim or play in hot tubs or whirlpools. 	<p>POOL DRAINS</p> <p>Discuss what pool drains do:</p> <p>Pool drains pull water into the filtration system so it can be cleaned and returned to the pool.</p> <p>Ask students why pool drains can be dangerous:</p> <p>Swimmers can get stuck on a drain in deep water and not be able to get to the surface.</p> <p>Discuss two rules students should follow related to drains:</p> <ul style="list-style-type: none"> - Don't swim or play around pool drains. - Don't swim in a pool that is missing drain covers. 	<p>LIFE JACKETS</p> <p>Discuss when to use life jackets:</p> <p>Until you pass a swim test, you should wear a life jacket in the water. Everyone, even strong swimmers, should wear a life jacket when participating in water sports, boating, or watercraft activities. In case of an accident, a life jacket will help you float until help arrives.</p> <p>Discuss what to look for in a life jacket:</p> <p>A proper life jacket should have the United States Coast Guard's seal of approval on the inside of the jacket.</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>

Dry-Land Activities

Community education is an important component of Safety Around Water. Use the dry-land activities that follow to engage children, families, program partners, and the community in the Safety Around Water program. The activities can be used during lessons to supplement the curriculum or at community and other educational events.

Hole in the Bucket

Equipment: Large container filled with water; receiving buckets, one per team; bucket with holes in it, one per team

Divide the group into teams. Place a large container of water at one end of the playing area. Place receiving buckets of the same size at the other end of the playing area, one for each team.

One member from each team fills a bucket with holes with water from the large container, then walks (no running allowed!) the bucket down to the other end of the playing area and empties it into his or her team's receiving bucket. The team member walks back to the large container and hands the bucket to the next team member, who repeats the actions. The first team to fill its receiving bucket wins.

Why It Matters: Running is against pool rules and can be dangerous. It may lead to slipping, falling, and getting hurt.

Life Jacket Relay

Equipment: Coast Guard–approved life jackets, one per team; a cone or other marker; flotation devices not approved by the Coast Guard for comparison

Divide the group into teams. Place the cone at the center of the playing area. Have each team line up at either end of the playing area, facing one another.

The first team member in line puts on a life jacket, runs to the center and back, takes off the life jacket and passes it to the next person in line, then goes to the end of the line and sits down. The next team member repeats the actions. The first team with all members seated wins.

Why It Matters: Coast Guard–approved life jackets are made of a material that naturally floats in water and they have a seal of approval, unlike unapproved flotation devices (e.g., arm floaties). Nonswimmers and anyone participating in watercraft activities should wear approved life jackets.

Reach or Throw, Don't Go

Equipment: A variety of long objects that float (e.g., pool noodles, rescue tubes, kickboards, etc.)

Have the group pair up. Give each pair an object that floats. Each pair stands facing each other a little farther than arm's

length apart. The pairs practice reaching toward each other to pass an object back and forth, then take a step back to practice tossing the object back and forth. Next, the pairs lie on their tummies to practice passing the object back and forth, using multiple objects to see which ones work best.

Why It Matters: If someone is in trouble in the water, reach out with a long object or throw something that floats. Never jump in to help; in a panic, a person can easily pull you under, even if the person is smaller than you.

Stop, Look, Listen

Equipment: Whistle, a list of pool rules or safety topics

Spread the group out in an empty area. Explain that when the group hears one short blast on a whistle, everyone should stop, look, and listen.

Give the group a pool rule or safety topic to discuss. Once the group gets loud, blow the whistle. After the group has quieted down, give the members another rule or topic to discuss. Repeat several times.

Why It Matters: Lifeguards use a whistle at the pool to get everyone's attention because they have important information to share. Always listen to the lifeguard at the pool. Lifeguards are there to keep you safe.

Jump Rope Water Splash

Equipment: One or two jump ropes; plastic or paper cups, one per person; jug or pitcher of water

Give each group member a plastic or paper cup full of water. Two group members at a time take turns twirling a large jump rope. One by one, each group member attempts three consecutive jumps over the twirling rope while holding the cup of water and trying not to let any water spill. The group member with the most water left in the cup after three jumps wins, or the group keeps playing until only one person has water left.

Why It Matters: Water makes pool decks slippery and dangerous. Don't run, jump, push, or play roughly at the pool. It may lead to slipping, falling, and getting hurt.

Sponge Toss

Equipment: Two containers filled with water, two receiving buckets, two large sponges

Divide the group into two teams. Have the teams stand in a line, with teammates facing each other about an arm's length apart. At the head of each team's line, place a large container of water with a sponge in it. At the other end, place a receiving bucket.

The first team member in line throws a wet sponge to the teammate across from him or her, who throws it to the next teammate across, and so on. The last team

member in line squeezes the sponge into the receiving bucket, walks it back to the head of the line (no running allowed!), and takes over the head position, moving everyone else back one position. Repeat until the receiving bucket is filled. If a sponge is dropped, it is thrown back to the start. The first team to fill its bucket wins.

Why It Matters: Running is against pool rules and can be dangerous. It may lead to slipping, falling, and getting hurt.

Over-Under Game

Equipment: Two containers filled with water, two receiving buckets, two large sponges

Divide the group into two teams. Have the teams line up single file. At the head of each team's line, place a large container of water with a sponge in it. At the other end, place a receiving bucket with a horizontal line drawn on it.

The first team member in line passes the wet sponge overhead to the person behind, who passes it to the next person through her or his legs. Repeat until the sponge reaches the team member standing next to the receiving bucket. That person squeezes the sponge out into the receiving bucket, walks it back to the head of the line (no running allowed!), and takes over the head position, moving everyone else back one position.

Repeat the process until the receiving bucket is filled to the line. The first team to fill its bucket wins.

Why It Matters: Running is against pool rules and can be dangerous. It may lead to slipping, falling, and getting hurt.

Who's Watching Me?

Equipment: Real items used by lifeguards (e.g., a whistle, swimsuit, etc.), silly items (e.g., construction hat, sword, tool belt, fake cell phone, magazine, etc.)

Display a mix of both real items used by lifeguards and silly items. Ask for a volunteer.

Have the volunteer put on or hold the items, one at a time. Ask the other group members to give a thumbs up or thumbs down after each item is added to indicate whether the item helps the person actively supervise people in a pool (thumbs up) or could distract them (thumbs down).

Why It Matters: Active supervision is essential to keeping people safe in the water. Never swim without a lifeguard or adult actively supervising the water.