

Endurance, Sports, and Games

SKILL & TOPIC LIBRARY

Teaching This Program

Endurance, Sports, and Games is one offering from the recreation pathway students can pursue following YMCA Swim Lessons. The program continues to build endurance on all major competitive strokes and encourages aquatic sports and games as part of a healthy lifestyle. As you work with students in this program, focus on the following milestones:

- Enhancing swimming skills and building endurance
- Developing knowledge in various aquatic skills and sports, such as water polo, snorkeling, diving, and synchronized swimming
- Increasing endurance in the competitive strokes

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 kids 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 child 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 down various aquatic skills and sports—e.g., competitive strokes, water polo, snorkeling, diving, and synchronized swimming—into easy-to-learn steps, allowing students to achieve more, faster. The activities in this library give students a chance to practice the skills and sports. You can choose activities based on the needs of your Y and your students.

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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, caregivers, or you for permission. Reinforce that students 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 that the rules are designed to keep people safe so everyone can have fun.

BUILDING RELATIONSHIPS

Social Kicking

This set consists of 25 or 50 yards of kicking with a board. Put students into groups of two to kick together while talking about their day, week, etc. Have students change partners every 25 or 50 yards.

Variation: Incorporate topics or icebreaker questions.

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.

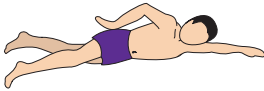


Birthdays and Holidays in the Pool

Incorporate celebration into lessons. If it is Safaya's 10th birthday, have the group swim 10 lengths of Safaya's favorite stroke.

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	SKILL PROGRESSION	ADVANCED
 <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>	 <p>1 Endurance, any stroke or combination of strokes, 150 yd. Build to 150 yd.</p> <p>2 Endurance, any stroke or combination of strokes, 250 yd. Build to 250 yd.</p> <p>3 Endurance, any stroke or combination of strokes, 500 yd. Build to 500 yd.</p>	<p> Stroke competency achieved</p> <p>Challenge advanced students to swim the same distances faster or to swim for longer distances.</p>

Activities

S School Age
A Teen & Adult

Balloon Relay **S**

Divide students into teams. Have half of each team line up on the opposite side of the pool. Give the first person on each team a blown-up balloon. On your signal, students push the balloon with nose, cheeks, or forehead while swimming across the pool to a teammate on the other side, who swims it back. The relay continues until all members of each team finish.

Battleship **S**

Have students imagine that the pool is a battleship. The deep end is the bow of the ship, the shallow end is 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.

Carp & Cranes **S**

Mark off a square or rectangular playing area in the pool with a lane line dividing the area in half at the center. Mark end lines clearly, as they will serve as home bases for the teams. Divide students into two equal teams and have them line up along the lane line facing each other, with the end lines behind them. Designate one team carps and the other team cranes. When you call out "Carp" or "Cranes," that

team tries to catch members of the opposing team before they can reach the safety of their end line. The captured members join the other team. The team with the most players at the end of play 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.

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 his or her 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.




Relay Races **S A**

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

Variations:

- Bob across the pool.
- Swim backward across the pool.
- Swim on back across the pool.
- Let students make up their own variation.
- Build a house out of kick boards.

Skill / Front Crawl

PREREQUISITE	SKILL PROGRESSION	ADVANCED
 <p>1 Front crawl, bent-arm recovery, 25 yd. See YMCA Swim Lessons / Stage 6.</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 with long arm reach. 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>	 <p>1 Front crawl, flip turn, 50 yd. Perform front crawl with long arm reach. 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> <p>2 Front crawl, smooth flip turn, 50 yd. Perform front crawl. When nearing wall, use the lane markings on the bottom of the pool (or painted T) as a visual cue to prepare for flip. Do not breathe from this point on. Keep eyes on the wall. Begin final pull stroke with one hand at side and one arm in full extension. One hand pulls through final stroke as other hand passes under the body. Perform a somersault by rotating body in the vertical plane. As body rotates, keep arms extended behind, then pull elbows sharply backward to help with body rotation. After the rotation, open up and extend feet toward the wall just prior to contact. Push hard with feet off wall as arms fully extend into a streamlined position and body twists to front for an explosive drive off the wall.</p> <p>3 Front crawl, smooth flip turn, 200 yd. Same as progression 2, but with greater stroke distance, resulting in more flip turns.</p>	<p> Stroke competency achieved</p> <p>Challenge advanced students to swim the same distances faster or to swim for longer distances.</p>

Activities

S School Age
A Teen & Adult

LEGS

Change of Direction With Fins **S A**

Have students practice flip turns with fins on.

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.

ARMS

Windmill Drill **S A**

Have students perform front crawl with their arms straight, like a windmill. Encourage students to reach and extend the entry point of their hands and arms.

Fist Drill **S A**

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

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

Have students perform front crawl while 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

Head Position **S A**

Have students practice swimming with their chins on the surface, then with their whole heads buried, then with their heads in a neutral position and their eyes looking down.

Minimum Number of Strokes **S A**

Have students perform front crawl across the pool and count the number of strokes it takes them to get to the other end. Let them rest, then repeat the swim. Encourage them to make it across with fewer strokes on the second length.

Thumb-Touch Drill **S A**

Have students perform front crawl. During the pull, have them touch their thumbs to their thighs before overarm recovery.

FLIP TURN

Arms at Sides **S A**

Have students practice changing direction on their approach to the wall beginning with the head and body position. Instruct students to keep their heads still and their arms stationary at their sides—no twisting. Tell them to tuck their chins to initiate

the change in direction for the turn. Have students practice 5–6 feet from the wall with no contact the first few times, then progress to using the wall.

One Arm in Front, Heel Slide **S A**

Have students practice adding a streamlined kick on front to the Arms at Sides activity. Instruct students to move toward an imaginary wall with one arm extended in front of their heads. As they approach the imaginary wall, have them pull their arm to the side to change direction, then press off the wall in a streamlined position. Encourage students to work on punching their feet toward the imaginary wall, placing them shallowly under the surface of the water.

Tennessee Drill **S A**


Have students practice changing direction without the twist off the wall. Instruct them to initiate a fast, narrow kick as soon as they push off the wall on their backs.

Variation: Have students push straight off the wall on their backs, then twist to the side and kick in a side glide.

Standing Flip **S A**

Have students practice flips from a standing position in the shallow end of the pool, away from the wall.

Skill / Back Crawl

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<div data-bbox="222 548 476 695" data-label="Image"> </div> <ol style="list-style-type: none"> 1 Back crawl, pull, 25 yd. See YMCA Swim Lessons / Stage 6. 2 Back glide, with flutter kick, 50 yd. Build to 50 yd. 3 Flip turn In chest-deep water, practice flipping forward. 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. Ensure continuous movement and no arm stroke during flip onto front before somersault. Build to 50 yd. 	<div data-bbox="695 548 949 695" data-label="Image"> </div> <ol style="list-style-type: none"> 1 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. Ensure continuous movement and no arm stroke during flip onto front before somersault. When upside down, push hard with feet off wall and stay on back. Build to 50 yd. 2 Back crawl, smooth flip turn, 50 yd. Perform back crawl. Use backstroke flags to gauge distance to wall. When nearing wall, flip onto front and use the lane markings on the bottom of the pool (or painted T) as a visual cue to prepare for flip. Do not breathe from this point on. Keep eyes on the wall. Begin final pull stroke with one hand at side and one arm in full extension. One hand pulls through final stroke as other hand passes under the body. Perform a somersault by rotating body in the vertical plane. As body rotates, keep arms extended behind, then pull elbows sharply backward to help with body rotation. After the rotation, open up and extend feet toward the wall just prior to contact. Push hard with feet off wall as arms fully extend into a streamlined position on the back for an explosive drive off the wall. 3 Back crawl, smooth flip turn, 200 yd. Same as progression 2, but with greater stroke distance, resulting in more flip turns. 	<div data-bbox="1528 602 1913 643" data-label="Text"> <p> Stroke competency achieved</p> </div> <p>Challenge advanced students to swim the same distances faster or to swim for longer distances.</p>

Activities

S School Age
A Teen & Adult

LEGS

Streamlined Kick on Back **S A**

Have students maintain a streamlined position and practice flutter kick on their backs.

Back-Fin Kick **S A**

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

ARMS

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

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

Double-Arm Drill **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.

Sailboat Drill **S A**

Have students perform back crawl. Tell them to begin the pull with their thumbs up. Have them stop

their arms at the midpoint (90 degrees), pointing their arms straight up like the mast of a sail, then return their arms to their sides. Alternate arms.

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

Changeover Drill **S A**

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

Goggle Drill **S A**

Have students perform back crawl with their goggles resting on their foreheads, not strapped around their heads. Instruct 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 extended in a streamlined position and the other arm at their side by the hip. Have them kick three to eight times before switching arms and repeating. Have students practice moving side to side during the body roll as they reach back with one arm and then the other.

FLIP TURN

Count the Strokes **S A**

Have students prepare to sequence their flip turn by counting how many arm strokes it takes to back crawl from the backstroke flags to the wall. Tell them to take the number counted and subtract one to know when to roll to their fronts for the turn.

Against the Imaginary Wall **S A**


Have students focus on the change of direction—not the wall. Have them swim half a length, perform a flip turn from their backs in the middle of the pool, and then swim back to the starting point.

Flip Turn With Dolphin Kick **S A**

Have students practice placing their feet high on the wall to push off during the turn and performing fast, narrow dolphin kicks off the wall.

Skill / Front Start

SAFETY CONSIDERATIONS: Be aware of water depth, and provide appropriate warnings and instruction. Remind students to execute a shallow dive. If students use starting blocks, stand next to the block to check start position and make adjustments.

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<div data-bbox="163 560 508 706" data-label="Image"> </div> <p>1 Dive, kneeling See YMCA Swim Lessons / Stage 6.</p> <p>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.</p> <p>3 Dive, standing Same as progression 2, without object.</p>	<div data-bbox="615 576 951 714" data-label="Image"> </div> <p>1 Dive, standing Stand on edge of deep end, toes on edge of pool deck, arms in a streamlined position. Bend at waist and point hands toward surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.</p> <p>2 Front start Use either grab start (two feet forward) or track start (one foot back), depending on age and development. If using track start, focus on a strong back leg with toes straight ahead, and place other leg forward, with toes over the edge of the block. Grab block on each side of front leg, with thumbs forward. Look down or slightly back. Lean forward with forward knee over the toes and hips over the heels. Throwing head and arms forward, drive with the legs to perform a shallow dive.</p>	<div data-bbox="1528 600 1885 646" data-label="Text"> <p> Skill competency achieved</p> </div> <p>Challenge advanced students to swim front crawl, breaststroke, or butterfly faster or for a longer distance.</p>

Activities

S School Age
A Teen & Adult

Breakout Drill **S A**

Have students perform a start off the deck or block. Instruct them to focus on the underwater breakout of the stroke on the start using the following progression, performed in 5-6 seconds:

- Streamlined position
- First arm stroke
- Dolphin kick
- Second arm stroke
- Fast flutter kick
- First breath

Diving Contest **S A**

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

Grab Start **S A**

Have students stand with their feet together at the front of the deck or block and their big toes wrapped around the edge. Instruct them to fold forward and keep their hands at their sides as their fingers reach for the block or deck. Encourage them to focus on leaning their body mass forward and jumping through their big toes as they perform a front start.

Long, Shallow Dive **S A**

Have students dive in and surface glide upon entry. Encourage students to enter the water farther 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 or add track- or grab-start mechanics.

Noodle Dive **S A**

Hold a pool noodle, and have students dive over it.

Variation: Hold the pool noodle farther from the wall, and then have students dive over it.

Racing Start **S A**

Have students stand in a track-start position (feet on the pool deck) and attempt a competitive racing start or dive. Instruct them to bend over in a crouched position with their fingertips touching the side of the pool and their chins tucked. When you say “Take your mark...go!” students dive into the pool headfirst.

Ready, Throw **S A**

Have students stand in track-start position (feet on the pool deck) and attempt a competitive racing start or dive. Instruct them to work on throwing their arms forward into the dive and making sure their hands move fast and their elbows are straight when they enter the water.

Ready, Throw, Jump **S A**

Have students work on throwing their arms and extending their legs at takeoff. Encourage

students to extend beyond the balls of their feet up through their big toes as they jump in feetfirst.

Submarine **S A**

Have students line up on starting blocks 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. Tell the student to bend forward with his or her 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.

Swing Jump **S A**


Have students practice swing jumps on the pool deck. Instruct students to begin in a standing position and swing their arms back behind the hips and then forward again before jumping feetfirst into the water. Have students work on throwing their arms forward and extending their legs at takeoff. Encourage them to extend beyond the balls of their feet up through their big toes as they jump in.

Variations:

- Do swing jumps from the deck into deep water.
- Do swing jumps from the blocks into deep water.
- Do swing dives from the blocks into deep water.

Skill / Tread Water

SAFETY CONSIDERATION: Always have a flotation device (pool noodle, kickboard, etc.) when treading water.

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<div data-bbox="289 532 403 727" data-label="Image"> </div> <p>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.</p> <p>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.</p>	<div data-bbox="646 532 760 727" data-label="Image"> </div> <p>1 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.</p> <p>2 Tread water, retrieve brick off bottom, tread 1 min. Jump in and retrieve brick from bottom of pool. Surface, tread water for 1 min., scull with arms, and use any kick to maintain a vertical position. Drop brick, swim to wall, and exit.</p>	<div data-bbox="1528 602 1913 646" data-label="Text"> <p> Stroke competency achieved</p> </div> <p>Challenge advanced students to tread water for two minutes while holding the brick.</p>

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 students try to kick up to it.
- Have students attempt the activity without using their arms as they tread.

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.

Honest Abe **S**

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

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

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 students' abilities.

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

Have students wear a T-shirt and tread water.

Skill / Water Polo

NOTE: Two hands are allowed on the catch, but the ball must be passed or thrown with only one hand.

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<p>No prerequisite for this skill.</p>	<div data-bbox="661 540 772 724" data-label="Image"> </div> <ol style="list-style-type: none"> <li data-bbox="606 743 1457 878"> <p>1 Water polo, dribble Wade or swim through the water from one side of the pool to the other, dribbling the ball (moving the ball with arms while walking or swimming forward) while maintaining control.</p> <li data-bbox="606 911 1098 976"> <p>2 Water polo, shoot Shoot the ball with one hand toward the goal.</p> <li data-bbox="606 1008 1421 1073"> <p>3 Water polo, pass and catch Play catch with a partner, using two hands to catch but only one arm to pass.</p> 	<div data-bbox="1530 602 1906 643" data-label="Text"> <p> Stroke competency achieved</p> </div> <p data-bbox="1530 743 1892 841">Challenge students to perform skills for longer distances and with greater accuracy.</p>

Activities

S School Age
A Teen & Adult

ENDURANCE

Water Polo Medley **S**

Have students swim the following across the width of the pool:

- Head-up butterfly with a rotary kick
- Head-up back crawl with a rotary kick
- Rotary kick forward with hands in the water
- Head-up front crawl

DRIBBLE

Wading Dribble **S A**

Have students wade through the water moving the ball with their arms while maintaining control.

Dribbling Race **S A**

Have students line up on one end of the pool, then race one another to the other end while dribbling (either wading or swimming).

Dribbling Relay **S**

Separate students into two or three teams. Have half of each team line up on one end of the pool and the other half line up on the other end directly across from their teammates. The team members who are first in line race one another to the other end while dribbling (either wading or swimming), then pass the ball to their teammates who race one another in the opposite direction. Continue until all students have had a chance to race.

PASSING AND CATCHING

Pairs Passing **S A**

Arrange students in pairs about 10 feet apart. Have one student throw the ball with one hand to his or her partner, who may catch with two hands. Have the partner throw the ball back with only one hand.

Variations: Position the pairs further apart, and encourage accuracy of passing rather than distance, or ask students to throw the ball to the right and left of their partners so the partner can practice moving to catch the ball.

Relay Passing **S A**

Arrange students in relay teams 10 feet apart. Have the first student in line pass the ball with one hand to the team member opposite, who catches it with two hands and returns it. As soon as a team member has caught and passed the ball, he or she goes to the back of the team line.

BALL HANDLING AND BLOCKING

Juggle **S A**

Ask students to try to juggle the ball with one hand while kicking on their backs.

Variation: Ask students to perform quick changes in direction as they swim. Encourage accuracy of passing rather than distance, or ask students to

throw the ball to the right and left of their partners so the partner can practice moving to catch the ball.

Goalie Block **S A**

Have one student act as goalie. Ask all other students to form a semicircle around the goal. Have the first student in the semicircle shoot the ball toward the goal. Using a two-handed block, the goalie tries to stop the ball and then passes the ball to the next player in the semicircle. Once each player has taken a turn shooting the ball, the goalie moves to the semicircle and one of the players becomes the next goalie. Repeat until everyone has had a chance to be goalie.

SHOOTING

Dribble, Pass, & Shoot **S A**

Ask students to find a partner. Have them dribble and pass to their partner, and then shoot the ball. Allow students to wade, run, or swim.

Shooting Variations **S A**

Have students practice shooting

- while stationary;
- while traveling forward, backward, or to the side;
- from a dribble; and
- after receiving a pass.

Skill / Snorkeling

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<p>No prerequisite for this skill.</p>	<div data-bbox="604 586 884 691" data-label="Image"> </div> <p>1 Snorkeling, putting on equipment With mask, snorkel, and fins on, hover at the surface of the water, breathing slowly with the tube of the snorkel pointing up.</p> <p>2 Snorkeling, clearing mask and snorkel Wearing mask, snorkel, and fins, clear the mask and snorkel. To clear snorkel: (1) When surfacing, blow out forcefully or tilt head so snorkel is at a 45-degree angle and exhale gently through the mouth beginning about two feet from surface. (2) Keep next breath shallow to avoid breathing in any leftover water. (3) Keep face in the water. To clear mask: (1) Hold the side of the mask closest to the surface firmly against the face. (2) Tilt head back and look up. (3) Place two fingers on the middle top edge of the mask while blowing out slowly through nose to force water out.</p> <p>3 Snorkeling, swimming with equipment Same as progression 1, but swim at surface for 25 yd.</p> <p>4 Snorkeling, clearing snorkel while swimming Same as progression 3, but clear the snorkel while swimming.</p>	<p><input checked="" type="checkbox"/> Stroke competency achieved</p> <p>Challenge students to swim longer distances with mask, fins, and snorkel.</p>

Activities

USING A MASK AND SNORKEL

Choosing a Mask **S A**

Help students choose an appropriate mask for their face. Have students hold the mask up to their face without the strap. Tell them to breathe in through their nose and momentarily hold their breath. Check whether the mask stayed in place as they breathed to determine if it is the proper size. Ensure the mask seals properly and is comfortable.

Clearing the Mask **S A**

Have students practice clearing the mask underwater in shallow water:

- Hold the side of the mask closest to the surface of the water firmly against your face.
- Tilt your head back and look up.
- Place two fingers on the middle top edge of the mask while blowing out slowly through your nose to force the water out.

Remind students not to place the mask on their foreheads as it may fall off and be lost in open water.

INSTRUCTOR NOTE: After use, wash the masks and snorkels in fresh water and disinfect them before they are used by anyone else.

Surface Swimming **S A**

Have students swim in shallow water with the mask on, breathing in slowly and out with a little more force.

Clearing the Snorkel **S A**

Have students practice clearing the snorkel of water:

- As you surface, blow out forcefully or tilt your head so the snorkel is at a 45-degree angle and exhale gently through the mouth beginning about two feet from the surface.
- Keep the next breath shallow to avoid breathing in any leftover water.
- Keep your face in the water.

Surface Dives **S A**

Have students perform a headfirst surface dive while wearing a mask and snorkel: In deep water, students surface glide with arms overhead, then take a breath, tuck the chin, and reach toward the bottom of the pool, lifting the legs as they glide downward. Remind students to exhale slowly during the descent. After they descend, have them clear their ears using the ear squeeze discussed in the Topics before ascending

and giving you the OK signal. Remind them to exhale slowly as they surface.

Variation: Have students perform a feet first surface dive: In a vertical position, students take a deep breath, perform a big scissor kick, and push downward with both hands. This raises the body up in the water. Have students point their toes and raise their hands in an upward scooping motion above their heads as they descend.

Mask-and-Snorkel Drop **S A**

Drop students' masks and snorkels in the water. Ask them to recover, put on, and clear their mask and snorkel in six to eight feet of water in one breath.

Dolphin Swim **S A**

Have students put on the equipment (mask, snorkel, and fins) and pretend they are dolphins playing in the water, swimming underwater and doing stunts.

USING FINNS

Choosing Fins **S A**

Let students try on and choose the fins that are most comfortable for them. Explain to students that fins

are not designed to be walked in on land and should be put on by the edge of the pool. Have students practice putting on the fins:

- First, wet your feet and wet the fins.
- Push your foot into the pocket firmly as you hold the fin blade.
- Push the back of the foot into the pocket and tighten the strap if needed.

Kick With Fins **S A**

Have students flutter kick on their fronts in a streamlined position with fins. Ask them to focus on kicking from the hip and keeping the fins under the water as they kick.




Kick Variations **S A**

Have students practice small flutter kicks, large flutter kicks, and dolphin kicks while wearing the fins. Ask students to kick on their fronts, sides, and backs. Tell them to keep the ankles loose and the toes pointed and to kick slowly with their arms at their sides.

Variation: Have students kick with a mask and snorkel on in addition to the fins.

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Skill / Breaststroke

PREREQUISITE	SKILL PROGRESSION	ADVANCED
 <p>1 Breaststroke, 25 yd. See YMCA Swim Lessons / Stage 6.</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>	 <p>1 Breaststroke, open turn, 50 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. 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 on side and twist to front off the wall. Build to 50 yd.</p> <p>2 Breaststroke, open turn, 100 yd. Build to 100 yd.</p> <p>3 Breaststroke, open turn, 200 yd. Build to 200 yd.</p>	<p> Stroke competency achieved</p> <p>Challenge advanced students to swim the same distances faster or to swim for longer distances.</p>

Activities

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LEGS

Kick-&-Glide Drill **S A**

Have students perform breaststroke kick with their hands stretched out in front and their faces submerged. Ask them to raise their heads to take a quick breath, and then submerge again and glide forward.

Heel-Touch Drill **S A**

Have students bring their hands together 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.

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 the feet.

Streamline Kick **S A**

Have students perform breaststroke kick on the water's surface with their bodies extended and their hands stretched out in front, breathing as needed.

ARMS

Arm-Position Drill **S A**

Have students perform breaststroke with a pool noodle or other flotation device around their chests, under their armpits. Ask them to pull only, with their heads up. The pool noodle or other flotation device prevents the pull from moving behind the shoulders and strengthens the arms.

Breaststroke Pull With Dolphin Kick **S A**

Have students perform breaststroke arms with dolphin kick. Encourage them to drive the upper body forward as they kick.

Pull With Support **S A**

Have students practice breaststroke pull with a pull buoy or a pool noodle between their thighs to discourage kicking. Encourage them to drive the upper body forward as they pull.

BODY & BREATH CONTROL

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

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

Sea Horse Drill **S A**

Have students perform breaststroke. When they begin the pull, with hands wide, instruct them to press the hands down slightly and thrust the hips forward until their bodies are vertical and their hips are underneath their shoulders. Encourage them to focus on engaging the hips during the stroke, not on lifting their heads and chests.

OPEN TURN

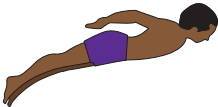
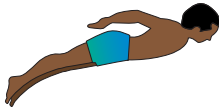

Against the Wall **S A**

Have students focus on the change of direction. Ask them to perform breaststroke to the wall, turn, then swim back to the starting point.

Change of Direction With Pull **S A**

Have students perform breaststroke to the wall, turn, then push off the wall in a streamlined position, executing a one-arm pull underwater and one kick before resuming full breaststroke at the surface.

Skill / Butterfly

PREREQUISITE	SKILL PROGRESSION	ADVANCED
 <p>1 Butterfly, simultaneous arm action & kick, 15 yd. See YMCA Swim Lessons / Stage 6.</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 2 and 3. Build to 25 yd.</p>	 <p>1 Butterfly, 25 yd. Build to 25 yd.</p> <p>2 Butterfly, open turn, 50 yd. Push off wall into front glide. Move whole body in a rhythmic motion with hips close to surface and simultaneous arm action. Fingertips drop first, almost lining up with eyes. Hands press out, squeeze in, then press out again (with breath). Arms move out over water to the side and around. Fingertips drop in again to complete recovery. 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. Build to 50 yd.</p> <p>3 Butterfly, open turn, 100 yd. Build to 100 yd.</p>	<p> Stroke competency achieved</p> <p>Challenge advanced students to swim the same distances faster or to swim for longer distances.</p>

Activities

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LEGS

Big Kick, Little Kick **S A**

Have students perform dolphin kick on their fronts. As they kick, have them think about performing big kicks and little kicks. The big kick happens when they bring their arms out of the water; the little kick happens when their arms enter the water.

Dolphin Kick on Back **S A**

Have students perform dolphin kick on their backs to practice the knee bend and hip movement. Encourage them to extend their toes further than their knees at the end of the kick.

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).

Dolphin Kick With Kickboard **S A**

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

ARMS

Arms-Only Drill **S A**

Have students focus on arm movements by performing butterfly using only their arms while holding a pull buoy between their thighs or dragging their legs. Encourage them to drive the upper body forward as their hands enter the water.

Flutter Fly **S A**

Have students perform butterfly with a flutter kick. Ask them to focus on keeping the upper body low to the water and performing quick hand movements forward.

Keyhole **S A**

Have students perform butterfly arms standing up, drawing a keyhole with their arms and 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.

BODY & BREATH CONTROL

Butterfly With Fins **S A**

Have students perform butterfly with fins.

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. Remind students to lift their heads to look forward as they breathe.

OPEN TURN

Against the Wall **S A**

Have students focus on the change of direction. Ask them to perform butterfly to the wall, turn, then perform butterfly back to the starting point.

Change of Direction With Side Push-Off **S A**


Have students perform butterfly to the wall, turn, push off the wall in a streamlined position on their sides, twist to the front, execute a fast and narrow dolphin kick, and then return to the surface to resume full butterfly.

Stretch-&-Crunch Drill **S A**

Have students perform butterfly across the pool, focusing on the stretch and crunch of the core. When they finish the arm stroke and begin arm recovery, their cores "stretch"; when their arms land on the water, their cores "crunch."

Skill / Back Start

SAFETY CONSIDERATION: If students use starting blocks, stand next to the block to check start position and make adjustments.

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<p>No prerequisite for this skill.</p>	<div data-bbox="615 548 800 716" data-label="Image"> </div> <p>1 Back start, foot placement Place hands shoulder width apart on the block or wall. Place feet as high as possible on the wall, but keep toes below the water line and feet slightly apart. Keep feet and legs in-line and chest to knees, with knees inside armpits.</p> <p>2 Back start, ready position Same as progression 1, but at start signal draw the body up, keeping elbows out, not down, and head looking forward.</p> <p>3 Back start Same as progression 2, but at start signal, arms push back to a streamlined position. Drive hips out of the water and head backward until the back arches and the feet lift or flick clear of the water. During recovery, put fingertips into water before hips, maintain a hyperextended position, and immediately start a strong, fast dolphin kick to return to the surface and begin back crawl.</p>	<div data-bbox="1528 602 1913 643" data-label="Text"> <p> Stroke competency achieved</p> </div> <p>Challenge advanced students to swim back crawl faster or for a longer distance.</p>

Activities

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Back Start From Wall **S A**

Have students perform a back start holding the wall instead of the block. Instruct them to begin with their feet on the wall. When students push off the wall, have them throw their hands back with force and attempt to launch their bodies up and out of the water, pushing their torsos away from the wall.

Variation: Have students add five underwater dolphin kicks after pushing off the wall.

Explode Back **S A**

Have students get into back-start position, but hold the wall instead of the block and wrap their toes up over the edge of the pool. Ask them to focus on the push off rather than the dive back. As they push off, instruct them to try to get their entire bodies out of the water, then reenter the water with their backsides. After they explode back, have them try to glide along the surface of the water.

One Hole **S A**

Have students perform a back start as if they were going through a long narrow hole.

No Hands **S A**

Have students perform a back start holding the wall instead of the block. Instruct them to begin with their toes wrapped up over the edge of the pool. As they push off, have them keep their hands by their sides and enter the water in hyperextension with their heads back. Ask them to focus on trying to get their entire bodies out of the water.

Over the Noodle **S A**

Hold a pool noodle, and have students practice arching over it while performing a back start.

Back Rocket **S A**

Have students perform a back start holding the starting block. Instruct them to begin with their feet on the pool wall. Have them “blast off” by diving backward into the water and pushing off the wall with their feet (the push is their “rocket booster”).

Explode Out **S A**

Have students perform a back start holding the starting block handles. Instruct them to begin with their toes wrapped up over the edge of the pool. As they complete the start, ask students to focus on trying to get their entire bodies out of the water and reentering the water with their backsides, exploding up and out rather than back.


The Gymnast **S A**

Have students perform the Explode Out activity but with a focus on exploding up and out of the water enough to get their hands to touch their feet in the pike position before they reenter the water.

Skill / Diving as Sport

NOTE: The hand-grab position involves aligning the body with arms overhead and hands grabbed above the head to protect the head, neck, and spine on headfirst entries.

SAFETY CONSIDERATIONS: Be aware of water depth, and provide appropriate warnings and instruction. Remind students to execute a shallow dive. If students use starting blocks, stand next to the block to check start position and make adjustments.

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<div data-bbox="226 565 527 691" data-label="Image"> </div> <p>1 Dive, kneeling See YMCA Swim Lessons / Stage 6.</p> <p>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.</p> <p>3 Dive, standing Same as progression 2, without object.</p>	<div data-bbox="642 565 942 691" data-label="Image"> </div> <p>1 Dive, standing Stand on edge of deep end, toes on edge of pool deck, arms in a streamlined position. Bend at waist and point hands toward surface of water, fingers pointing toward bottom. Lean and slide into water, hands and head first.</p> <p>2 Dive, forward jump straight Stand on edge of deep end with feet together. With arms extended overhead, lift heels off pool deck to stand on balls of feet. As heels return to pool deck, swing arms down toward hips. As arms swing past hips, bend knees. Swing arms back up and around to meet again in streamlined position overhead. As arms meet again, jump into the water feetfirst with feet together and arms extended overhead.</p> <p>3 Dive, forward dive straight Stand on edge of deep end with feet together and arms extended overhead, hands grabbed. Bend at the knees and jump up and out, creating an arch like a rainbow. Maintain a tight body position and enter water hands first and straight. Perform an appropriate recovery underwater to avoid hitting the side of the pool.</p>	<div data-bbox="1528 602 1923 646" data-label="Text"> <p> Skill competency achieved</p> </div> <p>Challenge advanced students to practice the skills from a 1-meter diving board.</p>

Activities

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FORWARD JUMP STRAIGHT

Jumping Contest **S A**

Run a forward jump straight contest. Give “awards” to students for things like highest jump, straightest jump, etc. Make sure students stay safe as they jump.

Hoop Jump **S A**

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

Touch Bottom **S A**

Have students perform a forward straight jump and touch the bottom of the pool with their feet after performing the jump.

Superhero Jump **S**

Have students imitate a superhero as they jump.

Synchronized Jumps **S A**

Separate students into groups of two. Have students practice their forward jump straight together, with a focus on trying to synchronize the arm swing and jump.

Up, Bend, Jump **S A**

Instruct students to stand on the pool deck with their feet together and their arms extended overhead. Remind them of correct body position prior to their entry into the water with the phrase, “Up, bend, jump.” **Up** cues students to lift their heels into extended-stand position. **Bend** cues students to move their legs into a squat position. **Jump** cues students to jump into

the pool. After the jump, students extend their legs to land softly on the pool deck straight, feetfirst, and with feet together and arms extended overhead.

Up, Bend, Swing, Jump **S A**

Instruct students to stand on the pool deck with their feet together and their arms extended overhead. Remind them of correct body position prior to their entry into the water with the phrase, “Up, bend, swing, jump.” **Up** cues students to lift their heels into extended-stand position. **Bend** cues students to move their legs into a squat position. **Swing** cues students to swing their arms. **Jump** cues students to jump into the pool. After the jump, students extend their legs to land softly on the pool deck straight, feetfirst, and with feet together and arms extended overhead.

Jump-Outs **S A**

Have students practice bending, squatting, and jumping, with a focus on jumping as far from the wall as they can.

FORWARD DIVE STRAIGHT

Diving Contest **S A**

Run a forward dive straight contest. Give “awards” to students for things like best arch, tightest extension, best hand position, best recovery, etc. Make sure students stay safe as they dive.

Hoop Dive **S A**

Hold a hoop in the deep end. Have students do a

forward dive straight and end with a straight body as they go through the hoop.

Object Dive **S**

Have students perform a forward dive straight over a noodle that the instructor holds. Encourage students not to touch the noodle as they dive over it.

Superhero Dive **S**

Have students imitate a superhero as they dive.

Favorite Animal **S**

Have students stand 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 do a forward straight 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.



Synchronized Dive **S A**

Separate students into groups of two. Have students practice their forward dive straight together, with a focus on trying to synchronize their arm swing and dive.

Waterfall Dive **S A**

Have students practice diving from the edge of pool in a waterfall pattern. Line the class up and have students dive in succession.

Skill / Synchronized Swimming

PREREQUISITE	SKILL PROGRESSION	ADVANCED
<p>No prerequisite for this skill</p>	<div style="text-align: center;">  </div> <p>1 Synchronized swimming, front and back layout Front layout: Extend the body horizontally on the stomach with head, upper back, buttocks, and heels at the surface. Face may be in or out of the water. Back layout: Extend the body on the back with face, chest, thighs, and feet at the surface and the ears, hips, and ankles all in-line. Extend arms at side or above the head.</p> <p>2 Synchronized swimming, sculling Begin in back layout position. Headfirst sculling: Keep hands flat with fingertips slightly pointed toward the surface as hands sweep rapidly toward and away from the body, aiding in propulsion. Feetfirst sculling: Repeat actions of headfirst sculling but with fingertips pointed slightly down toward the bottom of the pool to promote travel in the direction of the feet. Stationary sculling: Repeat previous sculling actions but face palms toward bottom of the pool and keep arms at sides at or below the hips. Move palms toward and away from hips rapidly so no traveling occurs.</p> <p>3 Synchronized swimming, figures Perform at least two of the figures or positions detailed in the Activities.</p>	<p> Skill competency achieved</p> <p>Challenge advanced students to attempt more positions and figures.</p>

Activities

LAYOUTS

Front Layout S A

Have students begin with their bodies prone on front in an extended position. Tell them to arch their lower backs slightly to keep their heads, buttocks, and heels at the surface. They can extend their arms in front of their heads or keep them by the hips. Their faces may be in or out of the water.

Back Layout S A

Have students lie in a supine position on their backs with their faces, hips, thighs, and feet at the surface and their ears, hips, and ankles in-line. They can extend their arms in front of their heads or keep them by the hips.

SCULLING

Headfirst Sculling S A

Have students extend their bodies in the back layout position at the surface of the water with their fingertips pointing toward the ceiling. Ask them to keep their arms at their sides at or below the hips and move their palms toward and away from their hips rapidly so they travel headfirst.

Feetfirst Sculling S A

Have students extend their bodies in the back layout position at the surface of the water with

INSTRUCTOR NOTE: Students will need noseplugs to perform the Inverted Support Scull activity.

their fingertips pointing toward the bottom of the pool. Ask them to keep their arms at their sides at or below the hips and move their palms toward and away from their hips rapidly so they travel feetfirst.

Stationary Scull S A

Have students extend their bodies in the back layout position at the surface of the water with their palms facing toward the bottom of the pool. Ask them to keep their arms at their sides at or below the hips and move their palms toward and away from their hips rapidly so that no traveling occurs.

Inverted Support Scull S A

Have students perform a scull while in an inverted position (with head pointed toward the bottom of the pool). Ask them to keep their forearms and hands at waist level and hold them perpendicular to their bodies. Instruct them to lift their little fingers and drop their thumbs to turn the palms out as they keep their hands flat, then sweep their hands about 12 inches away from their bodies. Remind them to keep their elbows close to the body.

POSITIONS

Tub Position S A

Have students begin in back layout. Instruct them to press their hips toward the bottom of the pool while their feet lift. Remind them to keep their

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legs bent at the knees and together and to keep their faces, shins, and feet at the surface.

Ballet Leg Position S A

Have students begin in back layout and perform a stationary scull. Instruct them to draw one leg up until it is in bent-knee position, then extend the same leg fully into a vertical position from the hip. Ask students to return to back layout position by reversing the motion.

FIGURES

Dolphin Arch S A

Have students begin in back layout with hands at hips and perform a headfirst scull. Keeping their heads in-line with their bodies, students arch their upper backs and extend, pressing the shoulders down toward the bottom of the pool, keeping their heels on the surface, and pointing their toes. Students use the scull to move their bodies in a vertical circle. The figure ends as students return to the back layout position.

Oyster S A

Have students begin in back layout with arms overhead and palms up. In one combined movement, without pausing, students push their buttocks toward the bottom of the pool and bring their hands toward the surface, reaching toward the feet at the same time and bending at the hip, bringing their feet toward their hands.

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 1	TOPIC 2	TOPIC 3	TOPIC 4
<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>VOLUNTEERISM</p> <p>Start a discussion by asking the following questions:</p> <ul style="list-style-type: none"> - Is volunteering a good idea? - How can you help at home, at school, or in class? <p>Briefly discuss the opportunities to volunteer locally through the Y and other public or private organizations.</p>	<p>UNDERWATER SWIMMING SAFETY</p> <p>Explain the importance of avoiding extended underwater swimming:</p> <p>Good swimming skills are essential to swimming underwater. It's important to keep one arm extended in front of your head when swimming, ascending, or descending in murky water.</p> <p>Reinforce that snorkeling, scuba diving, and other such activities should, at the very least, be done in pairs, with one buddy underwater and one at the surface observing.</p>	<p>EAR SQUEEZE</p> <p>Ask students if they ever feel any pressure or tightness in their ears when they go underwater:</p> <p>That feeling may mean you need to equalize the pressure: Pinch your nose with your thumb and finger, close your mouth, and try to blow air gently out of your nose. If you've successfully equalized the pressure, you should feel a gentle pop in your ears.</p> <p>Explain to students that if their ears hurt when they go underwater and will not pop, they should return to the surface.</p>

TOPIC 5	TOPIC 6	TOPIC 7	TOPIC 8
<p>DIVING SAFETY</p> <p>Remind students to always know the water depth before diving in and facilitate a conversation on safe diving:</p> <ul style="list-style-type: none"> - Follow posted diving rules. - Dive only in water that is at least 9 feet when diving off the side or at least 13 feet when diving off a 1-meter board. - Dive with arms extended and hands grabbed. - Dive only when there are no obstructions. - Swim to the nearest side of the pool after diving off the board. - Don't dive in murky water. 	<p>USING CLOTHING TO FLOAT</p> <p>Tell students to wear a clean long-sleeved cotton shirt and cotton or denim pants over their swim wear and bring bags to hold the wet clothes.</p> <p>Describe for students how to inflate clothing while wearing it or disrobe and use clothing for flotation:</p> <p>While treading water, tuck the shirt in or tie the ends together. Button all buttons, pull the shirt up to your face, take a deep breath, lean forward, and exhale. Repeat until it is inflated.</p> <p>Ask students the following:</p> <ul style="list-style-type: none"> - If you found yourself in cold water with no help around, what problems would you have? - What can you do to help yourself? 	<p>PHYSICAL ACTIVITY</p> <p>Discuss why physical activity is important:</p> <p>It makes your heart healthy, strengthens your muscles and bones, lengthens your life, and prevents illness.</p> <p>Ask students to list some fun ways to be physically active:</p> <p>Playing sports, running, swimming, etc.</p> <p>Swimming is a healthy way to be physically active; it exercises your whole body but is gentle on your joints. The water's buoyancy supports body weight, which means less pressure on your joints.</p>	<p>HYPOXIC BLACKOUT</p> <p>Discuss hypoxic blackout and how it can happen:</p> <p>Holding your breath and swimming underwater for a long time can cause a person to black out or lose consciousness.</p> <p>Discuss how to prevent hypoxic blackout:</p> <ul style="list-style-type: none"> - Don't hold your breath and swim underwater for long distances. - When swimming short distances underwater, always have a buddy.