

Appendix – Lesson Plans

Lesson Plan

Lesson 1

Time: 1 hour

*Constant demonstrations and effective communication for each activity are critical in the success of the participants.

*TIME spent on each item will vary and is to be determined by number of participants, ability of swimmers, and adaptations/modifications needed and/or identified

| Item | Time * | Activity | Equipment | Formation |
|--|------------|--|--------------------------------|---|
| Introduction to Swim to Survive | 3 minutes | <p>"Welcome to _____ Recreation Centre/Pool. Today we are going to be beginning the Swim to Survive program. Can anybody tell me what Swim to Survive is? (offer the opportunity to do some brainstorming).</p> <p>We are going to be learning 3 basic survival swimming skills, which will help you if you ever fall into deep water accidentally. ROLL – TREAD – SWIM.</p> <p>Has anyone ever practiced or tried any of these skills before?</p> <p>Awesome! Who's ready to get into the pool? OK, lets go!"</p> | None | On deck or on ledge. |
| Demonstration of Swim to Survive standard | 5 minutes | <p>Instructor to demonstrate ROLL-TREAD-SWIM with and without PFD.</p> <p>Explain the PURPOSE of the 3 skills to the students in a way they can understand. (i.e. <i>disorientation</i> is a term they may not comprehend)</p> | PFD (proper size and fit) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Division of groups based on abilities (dependent on number of instructors) | 10 minutes | <p>Example: Students slip into the water in the shallow end. Everyone puts their face in and exhales under water. Have them swim as best they can 5-10 metres (with or without PFD). Divide groups based on number of instructors from observation of swimming comfort, skill, and ability.</p> | None | Depending on the number of students and pool space, a staggered formation may be necessary. |
| Progression to Roll | 10 minutes | <ol style="list-style-type: none"> Instructor to demonstrate somersault in shallow water. Participants practice without PFD. Instructor to demonstrate a simple jump into | Non-Swimmers (PFD) Weak | Dependent on facility. Use discretion to maximize |

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| | | <p>“deeper” water for disorientation and re-surfacing.</p> <p>3. Instructor to demonstrate somersaults on a mat on the deck. Participants practice.</p> <p>4. Instructor to demonstrate somersaults (front roll or side roll) on a mat into the water and safely exit. Participants practice.</p> | <p>Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | <p>participation and ensure safety and comfort of all swimmers at all times.</p> |
| Progression to Tread | 10 minutes | <p>1. Participants and instructor to stand in shallow water and practice sweeping hands back and forth “spreading the peanut butter and jelly.” Participants sit on the wall and practice “bicycle kick.”</p> <p>2. With or without PFD’s practice surface support. “I want you to try and tread water as long as you can. Watch me!”</p> | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | |
| Progression to Swim | 10 minutes | <p>*Number of progressions will vary based on the group’s comfort level in the water and previous swimming skills.</p> <p>1. Have participants swim 15-20 metres as best they can. “Show me your favourite way to move through the water.”</p> <p>2. <u>Progressions:</u></p> <ul style="list-style-type: none"> -Demonstrate/Practice floats on front/back -Demonstrate/Practice glides with kicking on front/back -Demonstrate/Practice propulsion forward (in any way they can) encouraging them to use arm movement -Demonstrate/Practice a regular breathing pattern with face in water -Demonstrate/Practice swimming a distance | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | <p>Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times.</p> |
| Practice Swim to Survive Standard | 10 minutes | <p>1. Instructor to demonstrate ROLL-TREAD-SWIM. Depending on the group you have decide whether or not to demonstrate the standard in a PFD.</p> <p>2. “Kirplunk” Activity*. Give candidates the</p> | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer</p> | <p>Dependent on facility. Use discretion to maximize participation and ensure</p> |

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| | | <p>following names to create 3 lines/groups, “apples, oranges, pears.” (See Practice Activities/Games-Swim to Survive Sequence)</p> <p>*modify based on number of participants and swimming ability</p> | <p>(with or without PFD)</p> <p>Swimmers (without PFD)</p> | <p>safety and comfort of all swimmers at all times.</p> |
| Safe Exit | 2 minutes | <p>Help the class safely exit the pool and thank them for participating. “See you next week.”</p> <p>Communicate a <u>water safety message</u> (e.g. “Always remember to swim with a buddy”) to the group prior to them leaving the facility. “Why is this message important?”</p> <p>“See you next week.”</p> | None | |

Lesson Plan

Lesson 2

Time: 1 hour

*Constant demonstrations and effective communication for each activity are critical in the success of the participants.

*TIME spent on each item will vary and is to be determined by number of participants, ability of swimmers, and adaptations/modifications needed and/or identified

| Item | Time * | Activity | Equipment | Formation |
|---|-------------|--|--|---|
| Introduction to Swim to Survive | 2 minutes | <i>"Welcome back everyone! We hope everyone is excited to get back into the pool and start swimming. Who remembers what the 3 Swim to Survive skills are that we are going to practice today?" (Discuss)</i> | None | <i>On deck or on ledge.</i> |
| Division of group(s) | 3-5 minutes | Divide students into the same groups they were in the previous week with the same instructor(s). | None | <i>On deck or on ledge.</i> |
| Demonstration of Swim to Survive standard | 5 minutes | Instructor(s) to demonstrate ROLL-TREAD-SWIM with or without PFD based on group abilities. Remind the students of the PURPOSE of the 3 skills in a way they can understand. (i.e. <i>disorientation</i> is a term they may not comprehend) | PFD (proper size and fit) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Rolling into the Water | 10 minutes | <ol style="list-style-type: none"> 1. Instructor to demonstrate a log roll from the edge of the pool. Participants practice. 2. "Follow the Leader" activity. Instructor to demonstrate side roll, front roll, compact jump, side roll, etc. and students follow after each demonstration. 3. "Splash contest". Jump/Roll into deep water. Who made the biggest splash? 4. "Time Bomb" activity. All students crouch | Non-Swimmers (PFD) Weak Swimmer (with or without PFD) Swimmers (without PFD) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |

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| | | down on the side of the deck. In an appropriate formation, when instructor shouts “bombs away” participant(s) rolls forward into the water. | | |
| Practice Treading Water | 10 minutes | <ol style="list-style-type: none"> 1. “Dice” game. Participants roll a foam dice and tread for number of seconds rolled (x10). (e.g. If they roll a 6, tread for 60 seconds.) 2. “Halo” game. Have participants put a ring (or other toy) on their head and try and tread water for as long as they can. Aim to practice until student’s tread for a full minute. 3. Jump in OR Roll in and tread water for 1 minute. | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Swim | 10 minutes | <p>*Number of progressions will vary based on the group’s comfort level in the water and previous swimming skills.</p> <ol style="list-style-type: none"> 1. Have participants swim 25-50 metres as best they can with or without PFD. Ensure that swimmers have had a chance to swim without PFD and record the distance they completed. 2. “Stoke Improvement” activity. <p>(See Practice Activities/Games-Swim)</p> <p>Explain to swimmers why some ways are easier than others. Explain the importance of proper body position when swimming.</p> | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Swim to Survive Standard | 10 minutes | <ol style="list-style-type: none"> 1. Instructor to demonstrate ROLL-TREAD-SWIM. Depending on the group you have decide whether or not to demonstrate the standard in a PFD. 2. “Triathlon Training*.” Give candidates the following names to create 3 lines/groups, “beach, pool, lake.” (See Practice Activities/Games-Swim to Survive Sequence) <p>*modify based on number of participants and swimming ability</p> | <p>Non-Swimmers (PFD)</p> <p>Weak Swimmer (with or without PFD)</p> <p>Swimmers (without PFD)</p> | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |

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| Safe Exit | 2 minutes | <p>Help the class safely exit the pool and thank them for participating. "See you next week."</p> <p>Communicate a <u>water safety message</u> (e.g. "Stay within arm's reach of a parent/guardian") to the group prior to them leaving the facility. "Why is this message important?"</p> <p>"See you next week."</p> | None | |
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Lesson Plan

Lesson 3

Time: 1 hour

*Constant demonstrations and effective communication for each activity are critical in the success of the participants.

*TIME spent on each item will vary and is to be determined by number of participants, ability of swimmers, and adaptations/modifications needed and/or identified

| Item | Time * | Activity | Equipment | Formation |
|---|-------------|--|------------------------------|---|
| Introduction to Swim to Survive | 2 minutes | <i>"Welcome back everyone! We hope everyone is excited to get back into the pool and start swimming. Who remembers what the 3 Swim to Survive skills are that we are going to practice today?" (Discuss)</i> | None | <i>On deck or on ledge.</i> |
| Division of group(s) | 3-5 minutes | Divide students into the same groups they were in the previous week with the same instructor(s). | None | <i>On deck or on ledge.</i> |
| Demonstration of Swim to Survive standard | 5 minutes | <p>Instructor(s) to demonstrate ROLL-TREAD-SWIM with or without PFD based on group abilities.</p> <p>Remind the students of the PURPOSE of the 3 skills in a way they can understand. (i.e. <i>disorientation</i> is a term they may not comprehend)</p> | PFD (proper size and fit) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Rolling into | 10 minutes | 1. "The Wave" activity. (See Practice Activities/Games-Roll) | Non-Swimmers | Dependent on facility. Use discretion to |

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| the Water | | 2. Students practice rolling into the water; tread for 20 seconds, and return to wall. Ensure a formation is chosen that allows maximum practice time for all and safety supervision. | (PFD) Weak Swimmer (with or without PFD) Swimmers (without PFD) | maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Treading Water | 10 minutes | 1. "Object Pass" activity. (See Practice Activities/Games-Tread Water) 2. Have swimmers jump into the water and tread water. Instructor shouts out "forward or backward" multiple times and swimmers must swim in that direction. Ensure the formation chosen maximizes practice time for all participants. | Non-Swimmers (PFD) Weak Swimmer (with or without PFD) Swimmers (without PFD) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Swim | 10 minutes | *Number of progressions will vary based on the group's comfort level in the water and previous swimming skills. 1. "Fill the Treasure Box" activity. (See Practice Activities/Games-Swim) 2. Team Relay (50 metre swim) using any stroke. | Non-Swimmers (PFD) Weak Swimmer (with or without PFD) Swimmers (without PFD) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |
| Practice Swim to Survive Standard | 10 minutes | 1. Practice the Swim to Survive standard as a group. * Ensure participants that have been in a PFD for the program to have an opportunity to try swimming without one on. 2. "High Five" activity. (See Practice Activities/Games-Swim to Survive Sequence). *modify based on number of participants and swimming ability | Non-Swimmers (PFD) Weak Swimmer (with or without PFD) Swimmers (without PFD) | Dependent on facility. Use discretion to maximize participation and ensure safety and comfort of all swimmers at all times. |

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| Safe Exit | 2 minutes | <p>Help the class safely exit the pool.</p> <p>Communicate a <u>water safety message</u> (e.g. "Swim with a buddy") to the group prior to them leaving the facility. "Why is this message important?"</p> <p>"Thank you for participating in the Swim to Survive program. We hope you had fun! Please bring home your certificates and share what you have learned with your families. We hope to see you back at the pool for swimming lessons soon."</p> | None | |
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