

LESSON PLAN
FOR
FIRST CLASS SWIMMER/SWIM TESTER BUILDUP COURSE
CLASS F2 SCHOOL
A-012-0015

PREPARED BY
NAVAL AVIATION SCHOOLS COMMAND
181 CHAMBERS AVE SUITE C
PENSACOLA, FLORIDA 32508-5221

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January 2005

TABLE OF CONTENTS

CONTENTS

Change Record.....2
Security Awareness Notice.....4
Safety/Hazard Notice.....4
DOR/TTO Policy.....6

UNIT 1.0 Course Overview and Lifeguard Training Course

- 1.1 Prerequisite verification, physical health screen and physical health screen and course overview for unit one.
- 1.2 Lifeguard Training Course

UNIT 2.0 Instruction of First Class Swimmer Course

- 2.1 Prerequisite verification physical health screen and course overview for unit two.
- 2.2 Survival Strokes
- 2.3 Underwater Swimming
- 2.4 Burning Oil Maneuver
- 2.5 Skills Test

UNIT 3.0 Instruction of Navy Swim Tester Course

- 3.1 Navy Swim Tester Course

SECURITY AWARENESS NOTICE

This course does not contain any classified material.

SAFETY/HAZARD AWARENESS NOTICE

a. All personnel must be reminded that personal injury, death, or equipment damage can result from carelessness, failure to comply with approved procedures, or violations of warning, cautions, and safety regulations.

b. CAUTION: Laser pointing devices may be used during this course. To include remote controls. Refer to NASC Inst. 5100.12

Review fire and environmental emergency procedures with class.

MISHAP/HAZARD REPORTING

a. Safe training is the number one goal. Mishaps can result in lost lives, and the unnecessary loss of thousands of man hours and millions of dollars. Mishaps can be prevented. For the most part, they are the result of actions performed incorrectly, either knowingly or unknowingly, by people who fail to exercise sufficient foresight, lack the requisite training, knowledge, or motivation, or who fail to recognize and report hazards.

b. A mishap is any unplanned or unexpected event causing personnel injury, occupational illness, death, material loss or damage or an explosion whether damage occurs or not.

c. A hazardous condition is any situation where if allowed to go unchecked or uncorrected has the potential to cause a mishap.

d. A near miss is when a mishap is avoided merely by chance.

e. It is the responsibility of all Department of Defense personnel to report all mishaps and near misses. If a mishap, hazardous condition or near miss occurs let your instructor know immediately.

f. Instructors will correct hazardous conditions, if able, immediately. If unable to correct the hazard condition on their own, the instructor will submit a work request and submit a report of unsafe/unhealthy working conditions to the command training safety officer via their division/departmental training safety officer. Instructors will ensure interim corrective action is implemented to protect personnel until the hazard is abated. Reports can be hand written on the appropriate form. Injuries will be reported on the appropriate form. In the event of a near miss the pertinent information will be submitted to the command training safety officer via their divisional/departmental training safety officer and include lessons learned.

NATRACOM DOR AND TRAINING TIME OUT POLICY

For Instructors:

1. Ensure all students are briefed on TTO policy and procedures prior to each high or moderate-risk evolution or laboratory. For multi-day or all-day evolutions, TTO shall be rebriefed prior to the start of training following major breaks, such as mealtimes. Evolution-specific TTO procedures should be added where needed. These procedures should be standardized to conform with established fleet distress indicators where appropriate (e.g., standard small arms range procedures, diving distress signals, etc.). Emphasis shall be placed on specific verbal and nonverbal signals to be used by students and instructors.
2. A TTO may be called in any training situation where a student or instructor expresses concern for personal safety or requests clarification of procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.
3. Instructors are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme exhaustion, or lack of confidence that may impair safe completion of the training exercise. Instructors shall cease training immediately when they consider such action appropriate.
4. Following a TTO, the situation shall be examined and additional explanation and instruction shall be provided as needed to allow safe resumption of training. Once the lead instructor on scene is fully apprised of the problem, he/she shall direct all training to cease or training with unaffected students to continue, based on the situation.
5. If a student refuses to participate in training after being instructed or after an unsafe condition has been corrected, or uses TTO excessively to disrupt training, that student shall be removed from training and referred for further counseling or administrative processing.

Basic TTO Student Briefing:

Any student or instructor in any training situation where they are concerned for their own or another's safety may call a Training Time Out (TTO), or they request clarification of it, procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. The purpose of the TTO is to correct the situation of concern, provide clarifying information, or remove the student or instructor from the possible hazardous environment. A TTO may be signaled with the abbreviation TTO, the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific lab, test, or exercise. If the TTO signal is not acknowledged, the signaler shall shout "Time Out" (or other action as required by the training activity). The instructor shall attempt to relieve and remove the student from the possible hazardous environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

DROP ON REQUEST (DOR)

For Instructors:

Ensure all students are briefed on DOR policy and procedures voluntary high/moderate-risk courses. The following briefing shall be given prior to commencing the course (i.e., course indoctrination, welcome aboard brief, etc.) and should not be repeated unless there is a long break in the course (e.g., Christmas holidays):

For Instructors and Students:

1. Policy. In all cases where a student states a desire to DOR from voluntary training based on concern for personal well-being, appropriate action shall be initiated, including removal from training, referral of the student for medical, counseling, or remedial action as appropriate, and review of the training environment, including training techniques. The scope and depth of these actions shall be determined by the nature of the complaint and the risk incurred in the training. A written summary of actions taken shall be made a permanent entry to the student's service record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

2. Procedures. After removal from voluntary training, the student shall submit a written request detailing the reasons for DOR. The request should clearly indicate that the student wants to DOR (e.g., I, (name), desire to be removed from training in XYZ course for the following reason(s): ...). A standard Special Request/Authorization Form (NAVPERS 1336/3 (Rev. 9-75)) may be used. The request shall be submitted directly to the training or division officer and shall become a part of the student's training record. If a student was being processed for an Academic Review Board (ARB) action prior to the DOR, the ARB shall take precedence. In any case, the student shall be removed from training.

a. Training or Division Officer's Interview. The loss of an able student from training or the continuation in training of a student who is unlikely to complete the program represents a waste of valuable resources, assets, time, and effort. Students who DOR, often do not give the real or complete reasons for their requests. The interviewer, using no overt or implied coercion or threats, shall make a reasonable effort to determine:

(1) The real motivation for the request;

(2) If the decision to DOR is the result of some training factor which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting program objectives?

(3) If the student desires to reenter the program.

(4) If student retention is warranted, are there actions (Counseling, change of instructor, or special assistance) which might cause the student not to DOR? Are such actions justified in view of the impact upon the overall training program and upon other students?

b. The interview need only be detailed enough to satisfy the CO, OIC, or DOT that the student understands the gravity of DOR, and that the reasons for the DOR are known or that further questioning is unlikely to reveal additional information.

c. No one in the DOR chain shall refuse to forward a request or to remove the student from training, nor shall anyone delay a request in an effort to arrive at the cause of the DOR, or threaten/coerce a student to reconsider.

3. Post-Interview Procedure. If, after the interview, a student still desires to DOR, the interviewer shall refer him/her to the reviewing officer for further interviews or administrative action. The interviewing officer shall provide a signed, written summary of the interview and recommended actions to the reviewing officer.

4. Administrative Procedure. The administrative procedures for Disposition of a DOR attrite are the same as those for a disenrollment. There is, however, no requirement for a formal ARB.

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

1.0 Upon completion of this unit of instruction, the student will complete certification requirements for the American Red Cross Lifeguarding Course without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 1.1

LESSON TOPIC: Prerequisite verification, physical health screen and course overview for unit one

ALLOTTED LESSON TIME: 1.0 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Qualified Navy Basic Swimming and Water Survival Instructor

1.1 State Unit One TTO/DOR policy.

INSTRUCTIONAL REFERENCE:
None

1.2 Identify Unit One, pool rules and safety precautions.

INSTRUCTIONAL AIDS:

1.3 State Unit One procedures for recognizing and reporting mishaps and hazardous/unsafe conditions.

1. Student Medical Screening Sheet
2. Training Time Out/Drop On Request Form

CRITERION TEST:

None

HOMEWORK:

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.

Write name on sign up sheet, as they want it to be put on their certification.

4. State question and answer policy.

B. State Lesson Objectives.

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness.

1. Motivating statements.
2. Lesson overview.

Establish importance and relevance of lesson material using personal experience or anecdote.

- a. Lesson Topic: Basic Swimming and Water Survival Instructor Training Course Overview/Introduction.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Major Teaching Points:

- (1) Prerequisites Review.
- (2) Health/physical screening.
- (3) TTO/DOR.
- (4) Mishap Reporting.
- (5) Pool Rules.
- (6) Class Schedule.

PRESENTATION

A. Prerequisite Review.

Navy Second Class Swimmer or above.

Personnel from other Services, DOD civilians, Contractors etc with Different prerequisites Must be approved by Course Curricula Model Manager.

B. Health/physical screening.

1. Class Schedules Administrative procedures:

- a. Medical Status (i.e.) Branch Clinic, Self-Medication and Potential Disqualifying Illnesses/Conditions.

Pass out and have Students answer all Applicable questions.

Refer to student handout.

C. TTO/DOR

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

1. DOR Policy.

Instructor shall read verbatim the DOR policy. Have student sign and date student screening form.

2. Training Time Out Policy.

Instructor shall read verbatim the TTO policy.

Note: Discuss TTO Hand Signals.

D. Mishap Reporting.

1. Mishap

Instructor shall read verbatim the mishap hazardous condition, and near miss procedures from front matter.

2. Hazardous Condition

3. Near Miss

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

E. Pool Rules

1. Pool rules.
2. Ear Wash Use.
3. Showers.
4. Inform students of emergency procedures.
 - a. Whistle signals.
 - b. Directions.
 - c. Exits.
 - d. Muster area locations.
5. No alcohol consumption 12 hours prior to training.
6. No earplugs shall be worn unless approved by flight surgeon. Earplugs will prevent you from clearing ears underwater.
7. Locations of heads, pool, locker room, and designated smoking areas.
8. Security precautions are not available for personal valuables.

Read and explain applicable pool rules, BSWSI's explain that all BSWSI'S are lifeguard qualified. Students shall not swim unsupervised.

F. Class Schedule.

Review class schedule.

Provide handout.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives.

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

1.0 Upon completion of this unit of
instruction, the student will
complete certification requirements
for the American Red Cross
Lifeguarding Course without injury to
personnel or damage to equipment.

LESSON PLAN NUMBER: 1.2

LESSON TOPIC: Lifeguard Training Course

ALLOTTED LESSON TIME: 18.0 Classroom
16.5 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1.4 Perform skills, knowledge, and
written requirements of the American
Red Cross Lifeguard Training Course

1 Qualified American Red Cross Lifeguard
Instructor

Student/Staff ratio:

Per current Red Cross Lifeguard
Instructor's Manual

CRITERION TEST:

Written Exam

INSTRUCTION REFERENCES:

HOMEWORK:

American National Red Cross publications:
"Lifeguard Training" Stock Number 654110
"Lifeguarding Instructor's Manual"
Stock Number 654112

None

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

Videos:

"Lifeguard Training" Stock Number 654110

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.
4. State question and answer policy.
5. State Training Time Out policy.
 - a. Brief on TTO.
 - b. Show hand signals.
6. Ask for medical concerns:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating statements:

- a. State how students will use course material.
- b. State why students need to know the lesson material.

2. Lesson overview

- a. Lesson Topic: Lifeguard Training Course
- b. Major Teaching Points
Lifeguard Training

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Lifeguard Training

Use the current Red Cross Lifeguarding Instructor's Manual to conduct this portion of the First Class Swimmer Course

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points

Briefly summarize

APPLICATION

As per presentation A

Conduct warm-up, stretches, and cool-down IAW Annex F.

EVALUATION

Written exam

ASSIGNMENT

Remedial instruction as required.

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate First Class Swimmer knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.1

LESSON TOPIC: Prerequisite verification,
physical health screen and
course overview for unit two

ALLOTTED LESSON TIME: 0.5 Classroom

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 Classroom Instructor

2.1 State Unit Two TTO/DOR policy.

INSTRUCTIONAL REFERENCE:

2.2 Identify Unit Two pool rules and safety precautions.

1. U.S. Navy Water Survival Instructor's Manual

2.3 State Unit Two procedures for recognizing and reporting mishaps and hazardous/unsafe conditions.

CRITERION TEST:

Written exam at end of course

INSTRUCTIONAL AIDS:

HOMEWORK:

1. Student Medical Screening Sheet

None

2. Training Time Out/Drop On Request Form

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. Take muster.
4. State question and answer policy.

Write name on sign up sheet as they want it to be put on their certification.

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements

Establish importance and relevance of lesson material using personal experience or anecdote.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Lesson overview

- a. Lesson Topic: Basic Swimming and Water Survival
Instructor Training Course
Overview/Introduction.
- b. Major Teaching Points:
 - (1) Prerequisites Review
 - (2) Health/physical screening
 - (3) TTO/DOR
 - (4) Mishap Reporting
 - (5) Pool Rules
 - (6) Class Schedule

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Prerequisite Review.

Navy Second Class Swimmer.

American Red Cross Lifeguard Certificate or equivalent.

B. Health/physical screening.

1. Class Schedules Administrative procedures:

- a. Medical Status (i.e.) Branch Clinic, Self-Medication and Potential Disqualifying Illnesses/Conditions.

C. TTO/DOR

1. DOR Policy.

2. Training Time Out Policy.

Students Who enter this Course at unit 2 must receive this lecture.

Students who participated in unit 1 are exempt from this lecture.

Personnel from other services, DOD civilians, contractors etc with different prerequisites must be approved by Course Curricula Model Manager.

Pass out and have students answer all applicable questions.

Refer to student handout.

Instructor shall read verbatim the DOR/TTO policy. Have student sign and date student screening form. Discuss TTO Hand Signals.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

D. Mishap Reporting.

1. Mishap
2. Hazardous Condition
3. Near Miss

Instructor shall read verbatim the mishap hazardous condition, and near miss procedures from front matter.

E. Pool Rules

1. Pool rules.
2. Ear Wash Use.
3. Showers.
4. Inform students of emergency procedures.
 - a. Whistle signals.
 - b. Directions.
 - c. Exits.
 - d. Muster area locations.
5. No alcohol consumption 12 hours prior to training.
6. No earplugs shall be worn unless approved by flight surgeon. Earplugs will prevent you from clearing ears underwater.
7. Location of heads, pool, locker room, and designated smoking areas.

Read and explain applicable pool rules, students shall not swim unsupervised.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

8. Security precautions are not available for personal valuables.

F. Class Schedule.

Review class schedule.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives.

Turn to cover page for objectives.

B. Review major teaching points.

Briefly summarize.

APPLICATION

None

EVALUATION

None

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate First Class Swimmer knowledge and proficiency in aquatic skills, swimming and survival strokes, without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.2

LESSON TOPIC: Survival Strokes

ALLOTTED LESSON TIME: 3.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor
1 Qualified Lifeguard
Additional lifeguards if more than 20 students are in deep end at one time.

2.4 Perform Survival Strokes

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

1. U.S. Navy Water Survival Instructor's Manual
2. American Red Cross Swimming and Diving Manual

Performance Test

INSTRUCTIONAL AIDS:

HOMEWORK:

Swimming pool

Read Chapter 8 of reference 1.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Survival Strokes
 - b. Major Teaching Points:
 - (1) Survival Strokes
 - (2) Student Practice of Swim Strokes

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Swim Strokes

1. Introduce the survival strokes identified in the U.S. Navy Water Survival Instructors Manual: Breast stroke, sidestroke, and elementary backstroke and crawl stroke. Brief students that they will be required to swim the breaststroke, sidestroke, elementary backstroke and crawlstroke to First Class Swim Standards, Chapter 13 of the U.S. Navy Water Survival Instructor's Manual.

B. Breaststroke

1. Advantages
 - a. Uses large powerful muscles for propulsion.
 - b. Offers good forward visibility.
 - c. Offers controlled breathing.
 - d. Glide action provides a rest between strokes, conserving energy.
2. Body Position (Start and Glide)
 - a. Prone, face resting in the water, looking straight down.
 - b. The body is streamlined as much as possible, with arms extending forward and legs together.
 - c. The glide position begins and ends each stroke.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Breathing

- a. The head rotates clear of the water for a breath on each stroke.
- b. Pivot the head at the neck while keeping the shoulders in the water.
- c. Exhalation and inhalation occur above the surface. Exhale through the mouth and nose. Inhale only through the mouth.

4. Arm Action

- a. Positive action: From the glide position scull horizontally with hands in symmetrical arcs to shoulder level. Do not push down.
- b. Recovery: Hands come together underneath the face, then move forward of the head to glide position.

5. Leg Action

Breaststroke Kick:

- a. Bend at the hips and knees bringing the heels up toward the buttocks.
- b. When heels are at the buttocks, gradually separate the knees and heels until the knees are about hip-width and the feet are outside the knees just below the surface.
- c. Power phase: Rotate the ankles outward to engage the water with the soles of the feet and with a continuous whipping action, press the feet outward and backward, returning the legs to the glide position.

Swimmers must demonstrate proficiency in both breaststroke kick and frog kick.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Three step frog kick:

- a. Step one: The heels are drawn together toward the body while the knees drop slightly and separate to approximately shoulder width.
- b. Step two: The feet separate out to approximately shoulder width with the soles of the feet facing aft and toes pointing out.
- c. Step three: The feet move slightly out with the soles of the feet and legs pushing back. As the feet press back, flex at the ankles pointing the toes aft.

6. Coordination

- a. From the glide position, the head is lifted out of the water for a breath as the arms scull to the side to support the head. As the arms scull, the legs recover in preparation for the frog kick.
- b. After taking a breath, the face is placed back in the water and the arms recover forward with the legs kicking aft, propelling the swimmer forward.
- c. The swimmer remains in the glide position, repeating the stroke before all forward motion has stopped.

C. Sidestroke

1. Advantages

- a. Good for towing equipment or injured crewman.
- b. Can be used with injured arm.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Disadvantages

- a. Poor forward visibility
- b. Scissors kick is not as powerful as the frog kick with boots on.

3. Body Position (Start and Glide)

- a. In the glide position the body is on the right or left side with the face looking straight up.
- b. The bottom arm is extended reaching forward of the head, top arm is extended aft alongside the body with feet and legs together and straight.

4. Breathing

- a. Exhale during the propulsion and inhale during the recovery.

5. Arm Action

- a. Bottom arm recovers by extending forward then pulls aft on a horizontal plane with arm bent.
- b. Top arm recovers forward with hand leading underwater along chest. At shoulder level, arm pushes back along the chest until extended.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Leg action: (three step scissors kick)
 - a. Step one: Draw heels up toward the body with the knees and feet together.
 - b. Step two: Reach forward with either bottom or top leg with toes pointed up toward knee. Knee is bent. The other leg reaches back with toes pointed.
 - c. Step three: Kick legs together while pushing back with the bottom of the forward foot and the top of the aft foot.

7. Coordination

- a. From the glide position, the bottom arm pulls aft as top arm recovers forward. The legs recover and separate for the scissors kick.
- b. The bottom arm recovers forward as the top arm pushes aft and legs kick together. Swimmer delays in glide position before starting the cycle again.

D. Elementary Backstroke

1. Advantages

- a. Kick is effective with boots on.
- b. Glide conserves energy.
- c. A pleasantly comfortable stroke with fully inflated PFD.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Disadvantages

- a. Does not provide for controlled breathing in rough seas.
- b. Offers no forward visibility.

3. Body Position: (Start and Glide)

- a. Body is kept horizontal.
- b. The back is arched.
- c. Legs extend aft with knees and feet together.
- d. The arms are extended alongside the body.

4. Breathing

- a. Controlled breathing is not required. The best timing is to inhale during recovery action of arms and legs, exhale during propulsion of arms and legs.

5. Arm action

- a. Recovery: The hands are drawn up along the sides of body to a position 45 to 90 degrees from the overhead position with the palms facing aft.
- b. Propulsion: With the elbows and wrists flexed the hands push aft until they reach the thighs for the glide position.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Leg action:

Three step frog kick:

- a. Step one: The heels are drawn together toward the body while the knees drop slightly and separate to approximately shoulder width.
- b. Step two: The feet separate out to approximately shoulder width with the soles of the feet facing aft and toes pointing out.
- c. Step three: The feet move slightly out with the soles of the feet and legs pushing back. As the feet press back, flex at the ankles pointing the toes aft.

7. Coordination

- a. Arms and legs recover together followed by simultaneous pull with the arms and kick with the legs.
- b. Glide position is maintained before starting cycle again.

D. Crawl Stroke

1. Advantages

- a. Used to cover short distances quickly (i.e., to swim away from debris, catch a drifting raft, etc.)
- b. Can be used with broken legs.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

2. Disadvantages

- a. Requires a great amount of energy and is not considered a long distance stroke.
- b. Poor forward visibility.

3. Body Position

- a. The body is kept face down in the horizontal plane.
- b. Surface of water is at eyebrow level.
- c. Arms are fully extended forward with legs extending aft.

4. Breathing

- a. Turn the head to one side as the corresponding hand passes the face during the arm pull.
- b. Begin exhaling with the face in the water. Finish exhaling as the face clears the water, then inhale. Rotate the face back into the water as the recovering arm passes the head.
- c. Breathe every stroke or every other stroke. Bilateral breathing is not allowed.

5. Arm action

- a. Hands alternately enter the water in front of the head.
- b. Hand is kept flat as the arm pulls along the centerline of the body with elbow bent.
- c. The arm recovers from the water elbow high then swings forward just above surface of the water.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

6. Leg action

- a. Flutter kick the legs continuously from the hip, separating the feet 12 to 18 inches.
- b. The knee is kept loose with the toes pointed aft.

7. Coordination

- a. Legs kick continuously, not coordinated with arms.
- b. Coordination between arms and head is required to allow good propulsion and proper breathing.
- c. When breathing on right side, start with face in the water, both arms extending forward, pull right arm aft. As right arm begins to pull, begin to exhale and rotate face toward side. As right arm breaks the surface, elbow first, the mouth should clear the water on right side to take a breath. As the right arms recovers forward, the face should rotate back into the water. Left arm starts pulling back just prior to right arm entering the water. Breathing may take place on either side.

E. Survival Strokes Practice.

- 1. Lap or circle swim students and correct common problems found for each stroke in chapter 8 of the Navy Swimming and Water Survival instructor's manual.

Conduct warm-up, stretches, and cool-down IAW Annex F.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate First Class Swimmer knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.3

LESSON TOPIC: Underwater Swimming

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

1 BSWIC Instructor.

2.5 Perform underwater swimming.

1 Qualified Lifeguard.

Add an in water lifeguard if more than 20 students are in deep end at one time.

INSTRUCTIONAL REFERENCE:

CRITERION TEST:

1. U.S. Navy Water Survival Instructor's Manual

Performance Test

2. American Red Cross Swimming and Diving Manual

HOMEWORK:

Read Chapter 9 of reference 1.

INSTRUCTIONAL AIDS:

1. Swimming pool.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact.

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

Turn to cover page of Lesson Plan and paraphrase objectives.

B. State Lesson Objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness.

1. Motivating Statements.
2. Lesson overview.
 - a. Lesson Topic: Underwater Swimming.
 - b. Major Teaching Points:
 - (1) Underwater Swimming.
 - (2) Student practice.

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Underwater Swimming.

1. Breaststroke can be modified for underwater swimming.

- a. Perform breaststroke movement as if on the surface.
- b. Do breaststroke with no arm movement.
- c. Pull the arm stroke all the way back to the thighs.
- d. Leg action and coordination remains the same on all three.

Refer to chapter 9 for further description of underwater swim strokes.

Demonstrate three strokes in the pool.

B. Student Practice of Underwater Swimming.

1. Student safety brief.

2. Underwater swim strokes.

- a. Assist students in mastering the three methods of swimming underwater. Use land drills etc. as needed.

Conduct warm-up, stretches, and cool-down IAW Annex F.

Warn students about the dangers of Hyperventilation.

Limit underwater swim to 15 yards only. Provide ample rest time between Underwater swims.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objective.

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

Students experiencing difficulty will be remediated.

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 10 of U.S. Navy Water Survival Instructor's Manual.

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimming/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Partially supported by this lesson topic:

CLASSIFICATION: Unclassified

2.0 Upon completion of this unit of instruction, the student will demonstrate First Class Swimmer knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.4

LESSON TOPIC: Burning Oil Maneuver

ALLOTTED LESSON TIME: 2.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 Laboratory instructor

Student - Staff ratio

Refer to Annex E of the Instructional Management Plan.

Safety swimmer/s are required when students are wearing organizational clothing in the deep end of the pool.

INSTRUCTIONAL REFERENCES:

1. U.S. Navy Swimming and Water Survival Instructor's Manual

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

2.6 Perform burning oil maneuver.

HOMEWORK:

Remedial training as assigned.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INSTRUCTIONAL AIDS:

1. Survival Swim Strokes Video

Review Training Time Out policy, TTO signals, and emergency procedures appropriate.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

- A. Establish Contact
- B. Display name and lesson topic.
 - 1. Introduce self, give rank, current job.
 - 2. State background, schools, duty stations, etc.
 - 3. Obtain class roster and take muster.
 - 4. State question and answer policy.
 - 5. Review Training Time Out policy, TTO signals, and emergency procedures appropriate.
 - 6. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch clinic within 24 hours?
 - b. Has anyone self-medicated within 24 hours?
 - c. Are there any potentially disqualifying illnesses/conditions?

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

D. Establish Readiness

1. Motivating statements

Establish importance and relevance of lesson material using personal experience and anecdote.

2. Lesson overview

a. Burning oil Maneuver.

b. Student practice.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Burning Oil Maneuver (no flotation)

1. Justification

- a. Needed to get a breath if you cannot swim completely through a burning oil slick underwater.
- b. Try to swim upwind or up current to cause slick to move past you more rapidly.
- c. In daytime look for light spots on surface which indicate areas that are not aflame. At nighttime look for dark spots.

2. Explain Skill

- a. Step from the side at deep end of the pool and quickly submerge using a feet first surface dive. Swim two or three body lengths only.
- b. Suspend yourself vertically just under the surface of the water with up-stretched hands and arms, hands just breaking the surface. Support yourself with a modified frog kick.
- c. Splash several times in a forward and backward direction to open a "breathing hole" on the surface.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Kick yourself upward turning your face to the side (to protect one side of face from heat and flames being blown in your direction) and take a breath in the "breathing hole". Quickly submerge again using feet first surface dive and continue underwater swimming.

Demonstrate the burning oil maneuver.

B. Student practice of Burning Oil Maneuver.

Conduct warm-up **stretches, and cool-down IAW Annex F.**

- 1. Student safety brief.
- 2. Burning oil maneuver.

Demonstrate arm and leg positions and nose pinch on pool deck.

- a. Assist students in mastering the burning oil Maneuver. Use landdrills etc. as needed.

A maximum of 6 students may be stepping into the pool from the side at one time.

No more than 12 students may be underwater at one time.

* Discuss with students the hazards with hypo/hyper-ventilation and shallow water blackout.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

1. Burning oil maneuver.

2. Student practice.

APPLICATION

As per Presentation

EVALUATION

Students shall be evaluated on correct performance of procedures based on this lesson plan.

ASSIGNMENT

Assign students to extra instruction.

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

Upon completion of this unit of instruction, the student will demonstrate First Class Swimmer knowledge and proficiency in aquatic skills, swimming, and water survival techniques without injury to personnel or damage to equipment.

LESSON PLAN NUMBER: 2.5

LESSON TOPIC: Skills Test

ALLOTTED LESSON TIME: 2.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
No more than 15 students in deep end of pool at one time.

2.7 Perform First Class swimming test.

CRITERION TEST:

INSTRUCTIONAL REFERENCE:

Performance test

U.S. Navy Water Survival Instructor's Manual

HOMEWORK:

None

INSTRUCTIONAL AIDS:

1. Swimming pool

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

Display name and lesson topic.

1. Introduce self, give rank, current job.
2. State background, schools, duty stations, etc.
3. State question and answer policy.
4. State Training Time Out policy.
5. Ask for medical concern:
 - a. Has anyone gone to the hospital/branch medical clinic for treatment with the last 24 hours?
 - b. Has anyone taken any medication or over-the-counter medications in last 24 hours.?
 - c. Are there any potentially disqualifying illnesses/conditions?

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Skills Test
 - b. Major Teaching Points:
 - (1) First Class Swim Test

State how and why students will use material.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. First Class Swim Test

Explain test logistics and performance standard per Chapters 12 and 13 of The U.S. Navy Water Survival Instructor's Manual.

B. Conduct Skills Test

1. Staff safety brief

2. Administering First Class Swim Test

Conduct the First Class Swim Test in accordance with Chapter 12 and 13 of the Navy Swimming and Water Survival Instructor's Manual. Be certain to utilize First Class Performance standards when grading performance.

**Conduct warm-up,
Stretches and cool-down
IAW Annex F.**

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State Lesson Objectives.

Turn to cover page for objectives

B. Review Major Teaching Points.

Briefly summarize.

APPLICATION

As per presentation

EVALUATION

Performance test

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: First Class Swimmer/Swim
Tester Buildup Course,
A-012-0015

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

CLASSIFICATION: Unclassified

3.0 Upon completion of this unit of instruction, the student will display knowledge of water survival techniques, safety requirements, testing standards and administrative procedures required to administer the Second and Third Class Swim tests.

LESSON PLAN NUMBER: 3.1

LESSON TOPIC: Navy Swim Tester Course

ALLOTTED LESSON TIME: 4.5 Classroom
3.0 Laboratory

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

INSTRUCTIONAL SUPPORT:

3.1 Successfully complete "Swim Tester Course" skills and knowledge requirements.

1 Qualified Navy Basic Swimming and Water Survival Instructor

CRITERION TEST:

Written Exam

INSTRUCTION REFERENCES:

HOMEWORK:

1. None

None

INSTRUCTIONAL AIDS:

1. Medical Screen Training Time Out/Drop
On Request form

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

- A. Administer course in accordance with the Navy Swim Tester Curricula.

Use the current Navy Swim Tester Course to conduct this portion of the First Class Swimmer Course.

Students who participated in week one of lifeguard are not required to complete the swim screen.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

SUMMARY AND REVIEW

A. State lesson objectives

Turn to cover page for objectives.

B. Review major teaching points

Briefly summarize

APPLICATION

As per presentation C

EVALUATION

Performance test

ASSIGNMENT

Read Chapter 5 of U.S. Navy Water Survival Instructor's Manual.