

LESSON PLAN
FOR
NAVY SWIM TESTER COURSE
CLASS F2 SCHOOL
A-012-0013

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

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January 2005

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UNIT 1.0: Navy Swim Tester Course

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- 1.3 Administrative Guidelines to Conduct Navy Swim Qualification Test

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:

A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, 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. Often, students who DOR 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 the him/her to the reviewing officer for further interviews or administrative action. A signed, written summary of the interview and recommended actions shall be provided by the interviewing officer 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: Navy Swim Tester Course
A-012-0013

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 1.1

LESSON TOPIC: Course Overview,
Prerequisites and Medical
Screening.

ALLOTTED LESSON TIME: 2.0 Classroom

INSTRUCTIONAL SUPPORT:

1 Qualified Navy Basic Swimming and Water
Survival Instructor

INSTRUCTIONAL REFERENCE:

1. None

INSTRUCTIONAL MATERIALS:

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

TERMINAL OBJECTIVE:
Completely supported by this lesson
topic:

1.0 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.

ENABLING OBJECTIVES:
Completely supported by this lesson
topic:

1.1 State training time out and drop on
request procedures

1.2 State safety and mishap procedures

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

B. State Lesson Objectives

Turn to cover page of Lesson Plan and paraphrase objectives.

C. Establish Readiness

1. Motivating statements:

State how students will use course material.

State why students need to know the lesson material.

2. Lesson overview

a. Lesson Topic: Course Overview

b. Major Teaching Points:

- (1) Prerequisites review
- (2) Health/physical screening
- (3) Class schedule
- (4) TTO/DOR
- (5) Pool rules
- (6) Mishap

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. Prerequisites Review

Review student certifications to ensure current qualification.

1. Current Red Cross or American Heart Association CPR
2. Red Cross Standard First Aid or Green Cross First Aid (EMT's, Corpsman, and doctors need not possess this qualification)
2. E-5 or above (or E4 with command recommendation), First Class Swimmer, current Lifeguard certification as delineated in appendix D of the NETC P1552/16, (For Swim Testers Only).
3. E-7 or above, Second Class Swimmer and current CPR/ First Aid Qualification (Swim Test Administrator Only).

Collect screening forms. Ensure students meet Navy Body Fat Standards. Questions containing information counter-indicative to training must be reviewed by medical authority for approval/disapproval to continue training.

B. Health/physical screening

Direct students to fill out medical/health screening form.

Refer to course outline and class schedule

C. Class schedule and administrative procedures.

1. Class schedule and course outline
2. Location of heads, pool, locker room, fire exits and designated smoking areas.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Completion requirements

- a. Successful scoring 80% or better on all exams.
- b. Pass all in-water evolutions and screens.
- c. Remediation availability

D. Training Time Out and Drop on Request Procedures

Read DOR/TTO policy directly from the form

Demonstrate TTO signals.
Solicit questions

Direct students to read
and sign the Training
Time Out/Drop on request
form.

E. Pool rules and safety precautions.

- 1. Pool rules
- 2. Showers
- 3. Inform students of emergency procedures
 - a. Emergency signals
 - b. Emergency directions
 - c. Emergency exits

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Safety briefs

Inform students to listen carefully to safety briefs which are given before every in-water lab or test

5. Changes in health or medical status

Inform students that throughout the course that it is their responsibility to alert instructors of changes in health or the use of prescription or over the counter drugs.

6. Alcohol use

Alcohol shall not be ingested within 12 hours of any training evolution.

7. Personal Safety

a. Fear and panic

Inform students to call a TTO if they get fearful or panicky.

b. Physical exertion

Inform students that events in this course can be easily accomplished once physical skills are mastered. Under no circumstances shall students gut it out or push themselves to extremes.

F. Mishap/Near Mishap and Unsafe Condition Reporting.

1. Mishap

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

DISCUSSION POINT

- 2. Hazardous Condition
- 3. Near Miss

G. Video

Play Swim Tester Video to class

RELATED INSTRUCTOR ACTIVITY

If you do not have the Swim Tester Video please contact your Curriculum Model Manager at DSN: 922-2191 or Comm: (850) 452-2191.

SUMMARY

- A. State lesson objectives
- B. Review major teaching points

- A. Turn to cover page for objectives
- B. Briefly summarize

APPLICATION

None

EVALUATION

Written examination

ASSIGNMENT

None

LESSON PLAN

January 2005

COURSE TITLE: Navy Swim Tester Course
A-012-0013

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 1.2

LESSON TOPIC: Lifeguarding, Swimming and
Water Survival Skills Assessment

ALLOTTED LESSON TIME: 3.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 Qualified Navy Basic Swimming and Water
Survival Instructor
1 lifeguard qualified in accordance with
NETC P 1552/16

INSTRUCTIONAL REFERENCES:

None

INSTRUCTIONAL AIDS:

Navy Water Survival Instructor's Manual

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

1.0 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.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

1.3 Demonstrate lifeguarding skills
competency.

1.4 Perform survival strokes, treading
water, survival floating, burning oil
swimming and the abandon ship drill in
accordance with the navy Water Survival
Instructor's Manual.

CRITERION TEST: None.

HOMEWORK: None.

LESSON PLAN

JANUARY 2005

INTRODUCTION

A. Establish Contact

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 concerns:
 - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
 - b. Has anyone taken over-the-counter medications within 24 hours?
 - c. Has anyone potentially disqualifying illnesses/conditions?

Brief student on Training Time Out indicating specific signals for use during swim tests.

B. State Lesson Objectives

Turn to cover page of lesson plan and paraphrase objectives.

C. Establish Readiness

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

1. Motivating statements

2. Lesson overview

Briefly outline material to be covered.

- a. Lesson Topic: Lifeguarding, Swimming and Water Survival Skills Assessment

LESSON PLAN

JANUARY 2005

b. Major Teaching Points:

- (1) Safety brief
- (2) Life guarding skills competency assessment
(For Swim Testers Only)
- (3) Second and Third Class Swim Tests

PRESENTATION

A. Student safety brief

B. Lifeguarding skills competency assessment.

Explain to students that the purpose of this exercise is to ensure that candidates possess current lifesaving skills and knowledge. Students who do not pass must be removed from training.

Lifeguarding Skills Competency Assessment

1. Administer the Current American Red Cross Life Guarding in test IAW ARC Life Guarding Instructor manual

BREAK

C. Second and Third Class Swim Tests

Explain to students that the purpose of them participating in the Navy Swim Tests is for them to gain familiarity with how to conduct, administrate and proctor the test. Students who cannot swim to the levels defined by these tests must be removed from training.

Ensure required safety personnel are present and a staff safety brief is conducted before students enter the pool.

The purpose of this exercise is to ensure that candidates possess current lifesaving skills and knowledge.

Administer test.

All stroke techniques must meet First Class standards found in chapter 13 of Navy Water Survival Instructor's Manual.

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Allow students to rest before the next skills assessment

D. Third Class Swim Test

Follow guidance in Chapters 12 and 13 of the Navy Water Survival Instructor's Manual to administer the test. (Candidate's skills must be Third Class Swimmer or Better)

BREAK

Administer the Third Class Swim Test to candidates.

Allow students to rest before the next skills assessment.

E. Second Class Swim Test

Follow guidance in Chapters 12 and 13 of the Navy Water Survival Instructor's Manual to administer the test.

BREAK

Administer the Second Class Swim Test to candidates.

Allow students to rest before skills practice

F. Developing testing skills

Work with students the remainder of the period to ensure that they are able to identify correct and incorrect Second and Third class survival skills as delineated in Chapters 12 and 13 of the Navy Water Survival Instructor's Manual. Perform survival skills both correctly and incorrectly, pretending to be a student, to develop the candidate's testing skills.

LESSON PLAN

JANUARY 2005

SUMMARY AND REVIEW

A. State Lesson Objectives

Turn to cover page for objectives.

B. Review Major Teaching Points

Briefly summarize.

APPLICATION

See Presentation for application

EVALUATION

Written examination

ASSIGNMENT

None.

LESSON PLAN

January 2005

COURSE TITLE: Navy Swim Tester Course
A-012-0013

CLASSIFICATION: Unclassified

LESSON TOPIC NUMBER: 1.3

LESSON TOPIC: Administrative Guidelines to
Conduct Navy Swim Qualification Tests

ALLOTTED LESSON TIME: 2.5 Classroom

INSTRUCTIONAL SUPPORT:

1 Qualified Navy Basic Swimming and Water
Survival Instructor

INSTRUCTIONAL REFERENCES:

1. Navy Water Survival Instructor's
Manual
2. MILPERSMAN 1414-010

INSTRUCTIONAL AIDS:

1. Navy Water Survival Instructor's
Manual
2. MILPERSMAN 1414-010
3. Written exams A and B
4. Course Certificate

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

- 1.0 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.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 1.5 State the administrative guidelines
of the Navy Swim Qualification
Program.

CRITERION TEST: Written exam.

HOMEWORK: None.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

INTRODUCTION

A. Establish Contact

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 concerns:
 - a. Has anyone gone to the hospital/branch clinic for treatment within 24 hours, and are you taking any medications?
 - b. Has anyone taken over-the-counter medications within 24 hours?
 - c. Has anyone potentially disqualifying illnesses/conditions?

Brief student on Training Time Out indicating specific signals for use during swim tests.

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: Administrative Guidelines to Conduct Navy Swim Qualification Tests

Briefly outline material to be covered.

b. Major Teaching Points:

- (1) MILPERSMAN 1414-010
- (2) Navy WSI Manual
- (3) Study
- (4) Q & A session
- (5) Expiration
- (6) Grading
- (8) Service record entry

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION

A. MILPERSMAN 1414-010

Authoritative source for the Navy Swim Qualification program. Provide each student with a copy of the pages covering the Navy Swim Qualification Program. Review the document thoroughly with students.

B. Navy Water Survival Instructor's Manual NETC P1552\16

Explain that this manual shall be used to grade and administrate the Navy Swim Qualification program. Review each chapter with students. Remind them that the manual is written for both Swim Testers and Instructors. Upon successful completion of this course, they will be certified Testers, not instructors.

Provide a copy of this manual to each student.

C. Monitored Study (45 Min)

Explain that they will be given a 50-question exam covering Chapter 4, 7, 8, 9, 10, 11, 12 & 13. Direct them to study and read. Stay in classroom to answer questions.

D. Instructor led question and answer session.

Check retention of reading material by asking questions from each chapter.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

E. 1. Swim Tester Expiration and Currency

Swim Tester Certification is current for a maximum of three years or the end of a tour, whichever comes first. If a Swim Tester's CPR, First Aid, or Lifeguard qualification expires before this time, Swim Tester qualification is suspended immediately until certification is attained.

2. A NROTC Swim Test Administrator is only authorized to qualify NROTC staff and students. The NROTC Swim Test Administrator qualification is good only while the member is attached to his/her unit. The qualification shall expire upon transfer from the unit. A NROTC Swim Test Administrator may be used to replace a Swim Tester only if an additional qualified lifeguard is present

Have Students examine P1552/16 Appendix E.

F. Manual/ Lesson plan updates

It is the responsibility of the Swim Tester/ Swim Test Administrator to insure that the test and procedures given are up to date. Prior to teaching a class check the website listed on the preface of the manual for any changes.

Pass out test A to each student. Explain that the test is an open book exam and they must score 80% or better to pass.

G. Grading

Grade examinations. If a student fails the examination, assign them to restudy chapters covering examination questions that were missed. After studying, administer test B. If the student fails both test A and B, they must not be certified as Swim Testers.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

I. Service Record Entry

Provide Swim Testers with a form or certificate indicating successful completion of Navy Swim Tester Course. Certification of this course should be recorded on page 4 of the enlisted service record or on the administrative remarks page (page 13) of the officer's service record.

Turn to cover page for objectives.

SUMMARY

A. State Lesson Objectives

Briefly summarize.

B. Review Major Teaching Points

APPLICATION

None.

EVALUATION

None.

ASSIGNMENT

None.