

LESSON PLAN
FOR
THIRD CLASS SWIM COURSE
CLASS F2 SCHOOL
A-060-2221

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

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January 2005

LESSON PLAN
CHANGE RECORD

Number and Description of Change

Entered By

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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 divisional/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: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.1

LESSON TOPIC: Course Overview and
Introduction

ALLOTTED LESSON TIME: .5 Classroom

INSTRUCTIONAL SUPPORT:

1 Classroom instructor

INSTRUCTIONAL REFERENCE:

NETCINST 100.20

INSTRUCTIONAL AIDS:

1. Student Information Handouts (as applicable)
2. DOR/TTO Signature form
3. Medical Screening form

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of instruction the student will perform the Navy Third Class Swimmer skills without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 1.1 State DOR/TTO policies, safety precautions, regulations and rules used during training.

CRITERION TEST:

None

HOMEWORK:

None

HOMEWORK:

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 class muster
4. State question and answer policy.
5. Review Student Administrative Policies and Procedures.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

C. Establish Readiness

1. Motivating Statements
2. Lesson overview

Establish importance of lesson using personal experience or anecdote.

a. Lesson Topic: Course Overview and Introduction

Briefly outline material to be covered.

b. Major Teaching Points:

- (1) Requirements for training
- (2) DOR/TTO Procedures
- (3) Safety Precautions
- (4) Safety Regulations/Rules
- (5) Remedial Programs

Refer students to the Student Screening forms.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Requirements for Water Survival Training

B. Drop on Request (DOR)/Training Time Out (TTO Policy:

Instructor shall read verbatim the DOR policy that is located in the front matter of this curriculum page 7-8, or verbatim from the NETC Inst. 100.20. Have students read, sign and date student-screening form. Retain for your records.

2. Training Time Out Policy

Instructor shall read verbatim the TTO policy that is located in the front matter of this curriculum page 5-6, or verbatim from the NETC inst. 1500.20.

Discuss TTO Hand Signals.

C. Safety Precautions

1. No diving, running or horseplay on the pool deck.
2. No alcohol consumption within 12 hours of training.
3. No swimming with open sores or contagious diseases.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

4. Take warm, soapy shower prior to entering pool.
5. Use ear wash after swimming (recommended).
6. Must be fit for full duty to train. Medical status (i.e.) Branch Clinic, self-medication and potentially disqualifying illnesses/conditions.
7. No security precautions available for personal valuables.
8. No wearing of jewelry in the pool.
9. Whistle blasts
10. Building evacuation procedures
11. Additional safety rules unique to the training site.

Students who are medically down at the time of orientations or not present for this lecture will not class up with the present class.

D. Safety Regulations/Rules

1. Mishap and Unsafe Condition Reporting
 - a. Mishap
 - b. Hazardous condition
 - c. Near miss

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

E. Remedial Programs

Explain local remedial programs.

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:

1. Ensure students have completed and signed student medical screening forms and DOR/TTO signature forms.
2. Medical screening forms (if applicable) identify "at risk" students. Physical disqualification from swim evolutions, as a result of medical/documentation screening, will be at the discretion of the senior officer of the training activity or their designated medical department representative.

As applicable per training site(s).

EVALUATION:

None

ASSIGNMENT:

None

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.2

LESSON TOPIC: Swimming Skills Assessment

ALLOTTED LESSON TIME: 2.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard for every 5
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Related safety equipment

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of instruction the student will perform the Navy Third Class Swimmer skills without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 1.2 Perform swim skills assessment tests.

CRITERION TEST:

Swim Skills Assessment per Chapter 13 of
the Navy Swimming & Water Survival
Instructor's Manual, NETC P1552/16

HOMEWORK:

Remedial training as required.

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Swimming Skills Assessment
 - b. Major Teaching Points:
 - (1) Assessment description
 - (2) Assessment grading criteria
 - (3) Remedial instruction
 - (4) Skills assessment

Establish the importance of knowing the appropriate entry level into this swimming course and learning how to swim well enough to pass the us navy third class swim test.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Assessment Description

Purpose:

This assessment is used to determine the appropriate entry level of training for each student. At the discretion of the training site, students satisfactorily completing all phases of the swim screen will be assigned to take the 3rd class swim test. Those failing **ANY** portion of the swim screen will be placed in the 3rd class swim build up course.

1. Shallow water swim:

The purpose of this test to ensure the swimmer possesses elementary breathing techniques.

2. Deep water swim:

The purpose of this test is to ensure that the swimmer can swim safely in deep water. If the swimmer does not pass the deep-water swim, they will not be allowed to progress to the treading water or prone float.

3. Treading water:

The purpose of this test is to ensure that the swimmer can safely keep their head above the surface in deep water. Swimmers unable to pass treading water shall not be allowed to progress to the prone

Students must pass all portions of swim screen to proceed to the 3rd class swim test. In all cases where there are questions or "gray areas" as to whether the swimmer is performing correctly, make the decision **NOT TO** allow the student to take 3rd class swim test.

Any student who is **unsafe** in the water or has extreme difficulty with the water or assessment portions 1-5 may be in a remedial program.

Struggling students will be removed from the water immediately.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

float.

5. Prone float:

The purpose of this assessment is to ensure the swimmer will not panic when their face is submerged, demonstrates breath control, and can provide a means of conserving energy in deep water.

B. Grading criteria:

Each phase must be completed in the prescribed order and successful completion is mandatory prior to attempting next phase.

1. Shallow Water Swim:

The swimmer must swim 15 yards in the shallow end of the training pool. The swimmer must demonstrate rhythmic breathing i.e. regular breathing accomplished by putting the face into the water, lifting/turning the head to take a breath and returning face into the water. Breathing must be comfortable and regular. Breathlessness, gasping, coughing, erratic breathing and swallowing water is unacceptable.

2. Deep Water Swim:

The swimmer must swim 15 yards (minimum) through the deep end of the training pool utilizing any swimming stroke.

At anytime the assessment Administrator feels the Swimmers safety is in jeopardy, the swimmer shall be immediately removed from the water and placed in the appropriate remedial training.

Swimmer must be in shallow enough water that, if needed, they can stand with the head above the water.

Take precautions to ensure that students do not swim into the deep end.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Tread Water:

In water to deep to stand, with the head above the surface, the swimmer must keep their mouth and nose above water for 1 minute. Any kick is acceptable

Struggling students will be removed from the water immediately.

4. Prone Float:

In water to deep to stand, with the head above the surface, the swimmer must lay face down for 1 minute, lifting the head up regularly to breathe. Breathing should be slightly above resting rate (approximately 15-20 breaths per minute). Breathlessness, gasping, erratic breathing and swallowing water is unacceptable. Swimmers must stay on the surface at all times. Any arm and/or leg motion necessary to stay afloat that doesn't generate forward or backward movement is acceptable.

At anytime the assessment administrator feels the swimmers safety is in jeopardy, the swimmer shall be immediately removed from the water and placed in the appropriate remedial training.

C. Remedial Instruction:

If the above grading criteria cannot be met, students will be placed into the 3rd Class Swim Build-up Course or the appropriate remedial training.

Describe availability of local remedial training programs.

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:

Administer the Swim Skills Assessment:

EACH INDIVIDUAL SWIM ASSESSMENT REQUIREMENT MUST BE MET PRIOR TO MOVING ON TO THE NEXT. IF THE STUDENT IS UNABLE TO ACCOMPLISH ANY PHASE OF THE SWIM REQUIREMENTS THEY SHALL BE ASSIGNED TO THE 3RD CLASS BUILD UP COURSE OR THE APPROPRIATE REMEDIAL TRAINING.

A. Shallow water swim:

Walking, standing or holding on to the sides of the pool is unacceptable.

1. Swimmers shall swim 15 yards continuously in the shallow end of the training pool utilizing a face down stroke demonstrating rhythmic breathing.
2. Depending upon facility/pool size assign swimmers across the wall of the shallow end, not to allow swimmers into the deep end. Have swimmers count off by two's. Have first group swim one length of the shallow end of the pool, followed by group two. Continue until all students have performed this event.

Assessment administrator will ensure that all students demonstrate the ability to rhythmic breathe.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. Deep water swim:

1. Line students up for 25 (approximate) yard swim (15 yards must be in the deep end). Maximum 5 swimmers per lane.
2. Swimmers shall push off from the shallow end of the pool, swim to the deep end (using any stroke), exit the pool when complete. Repeat this step until all students have performed this event.

C. Treading water:

Have maximum of 10 swimmers at a time enter the deep end of the pool and demonstrate the ability to tread water, keeping their head above water for 1 minute (any kick is acceptable). Repeat this step until all students have performed this event.

D. Prone float:

Have a maximum of 10 swimmers at a time enter the deep end of the pool and demonstrate the ability to float face down and rhythmic breathe for 1 minute. Repeat this step until all students have performed this event.

At the discretion of the training site and upon successful completion of all these events the Student may participate in the 3rd Class Swim Test (IAW lesson topic 1.9).

In all cases where the administrator feels that the student is unsafe to participate in the 3rd Class Swim Test, even if

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

the student has passes these assessments the swimmer shall NOT test.

If the student does not demonstrate aquatic skills that, within the discretion of the instructor/administrator cannot be corrected safely within this course of instruction the student will be remediated by the appropriate remedial training.

EVALUATION:

Students will be evaluated on the procedures in this lesson plan, presentation section.

ASSIGNMENT:

None

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.3

LESSON TOPIC: Survival Floating

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 10
students in deep end.

INSTRUCTIONAL REFERENCE:

1. Navy Swimming & Water Survival
Instructor's Manual, NETC P1552/16
2. Remedial Swim Training Course, CIN Q-
9E-0010.

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Related safety equipment

INTRODUCTION

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of
instruction the student will perform
the Navy Third Class Swimmer skills
without injury to personnel or damage
to equipment.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

- 1.3 Perform survival floating skills
while wearing a bathing suit (not to
exceed 5 minutes).
- 1.4 Perform survival floating skills
while wearing organizational clothing
(not to exceed 5 minutes)

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

Establish the importance of learning how to survival float.

2. Lesson overview

a. Lesson Topic: Survival Floating

b. Major Teaching Points:

Briefly outline material to be covered.

Survival float description/Grading Criteria

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Survival Float Description/Grading Criteria

If you have a PFD in your possession, you should never abandon it.

1. Importance of PFD's:

PFD's provide the survivor with the greatest opportunity to survive accidental water entry. Personnel who work in or near the water should always wear or have PFD's available at a moment's notice. PFD's also enable survivors to assume the HELP and huddle position which greatly reduce the chances of hypothermia.

Paraphrase effects of hypothermia from section 6.4 of the Navy Swimming and Water Survival Instructor's Manual NETC P1552/16.

2. Staying at the surface without flotation devices:

- a. The ability to remain at the surface of the water, without flotation, in a position that allows comfortable breathing without tiring is a very important skill.
- b. The face down method is very effective for personnel who are wearing restrictive or negatively buoyant organizational clothing.
- c. Resting while on the surface of the water using minimum amount of energy necessary to continue breathing can be used to catch your breath following vigorous swimming or to conserve energy.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Survival Float

a. Body Position:

- (1) The position of the body in water pivots about the center of buoyancy and is controlled by the position of the head.
- (2) Place the face in the water; chin at chest, with the back of the head just breaking the surface. The upper back and shoulders are slightly under water, horizontal to the surface, and the arms are at the surface with the elbows bent and hands separated slightly.
- (3) Bend at the waist with the hips slightly under water, lower than the upper body, and the legs dangling beneath.
- (4) Variations for individual buoyancy can be accomplished by either drawing the legs up toward the chest or extending them out as well as with the arms; extend or draw towards chest.
- (5) A common fault for swimmers is to cock their heads back, lifting their chin off their chest. This face forward position causes the hips to shift lower and the body to assume a more vertical position. Allow the water to support as much body weight as possible to reduce swimming effort.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

b. Breathing:

- (1) Proper breath control reduces likelihood of water aspiration and prevents exhaustion due to carbon dioxide build-up.
- (2) The swimmer should pivot at the neck, lifting the chin off the chest until the mouth clears the surface. The waist should remain bent, keeping the shoulders in the same near horizontal position to the surface. As the mouth clears the surface, the swimmer exhales quickly and forcefully through the mouth and nose. Inhale through the mouth only and ensure a full breath of air.
- (3) After inhalation, the head is gently lowered to the resting position (chin on chest).
- (4) It is very important that every breath be a full exchange of air. Avoid "shallow breathing" as this can increase fatigue through the build up of CO₂.
- (5) A momentary pause (1-5 seconds) while the face is resting in the water. The breathing cycle will gradually slow down after vigorous activity declines.
- (6) Energy spent supporting the head above water while taking several breaths (treading water) is energy wasted. As soon as the swimmer has accomplished a good air

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

exchange, place the face gently back into the water.

- (7) A common fault in breathing is straightening at the waist rather than pivoting at the neck when getting a breath.

c. Coordination:

- (1) Use slow, deliberate recovery movements to conserve energy.
- (2) As the swimmer's mouth clears the surface, the arms begin to scull outward.
- (3) The hands rotate approximately 45 degrees with the thumbs down as the arms scull outward, thumbs point up for the return scull inward.
- (4) Negatively buoyant swimmers or swimmers wearing negatively buoyant equipment or clothing may need to scull continuously or utilize a gentle kick for additional support while breathing (the most effective kick is the modified frog kick).
- (5) The swimmer must remain at the surface of the water with a minimum of effort expended.

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:

A. Shallow Water Practice (bathing suits)

Provide a demonstration of survival floating to students.

1. All students shall begin practicing in the shallow end of the pool.

2. Allow 15 students at a time to enter the shallow end and practice survival floating. Once the skill is mastered, have students exit the water.

3. Follow step two until all students have completed shallow end practice.

Application of lesson plan 1.4 treading water may be combined with this training phase as long as both lectures are taught first.

B. Deep Water Practice (bathing suits)

1. Have 15 students enter the deep end of pool and hold on to side. Students will demonstrate survival floating for 5 minutes. Swimmers must be floating comfortably and be able to demonstrate rhythmic breathing.

Do not allow students to sink beneath the surface.

2. If the swimmer cannot demonstrate the proper technique, remove from the water and remediate.

3. Follow step one until all students have completed the deep water practice.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Deep water practice (organizational clothing)

1. Once swimmers have put on organizational clothing allow 15 student at a time enter the deep end, holding onto the wall.
2. Have students survival float for 5 minutes ensuring proper technique.

Focus on students needing assistance. Experienced swimmers who can demonstrate survival floating competence may be dismissed to the bleachers during this practice, providing instructor to student ratio to those needing help.

EVALUATION:

None

ASSIGNMENT:

Assign students with difficulties to local remedial program.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.4

LESSON TOPIC: Treading Water

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 10
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Related safety equipment

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of instruction the student will perform the Navy Third Class Swimmer skills without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

- 1.4 Perform trading water skills.
- 1.5 Perform treading water skills while wearing dungarees and shirt/utility uniform or organizational clothing.

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

INTRODUCTION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Treading Water
 - b. Major Teaching Points:
Tread water description

Establish the importance of learning how to tread Water.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

This lesson plan is OPTIONAL and to be taught at the discretion of each training site.

A. Treading Water Description

1. When to tread water:

- a. Treading water allows the survivor to check the surface for floating objects, other survivors, rescue craft, etc. You may also need to tread water to catch your breath following sudden submergence into cold water, to activate floatation equipment, to get rid of unwanted bulky equipment, or to signal rescue craft.
- b. Supporting the head out of the water requires considerable effort, especially when fully clothed. Survivors should remove negatively buoyant equipment and kick off low cut shoes/boots. In cold water, clothes offer thermal protection, so if swimmer is able to tread water with clothes on, leave them on. High top laced boots can be removed using the survival floating technique.

2. Treading Water:

a. Body position:

The best body position keeps most of the body underwater and allows the survivor to breathe freely. Starting from a vertical position, the swimmer leans slightly forward and tilts the head back. The chin is just clear of the water. Knees are drawn up until the swimmer is in a

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

comfortable, almost sitting position, with the legs beneath the chest. Arms remain just below the surface to scull.

b. Arm action:

The arms scull on a "near horizontal" plane parallel to the surface. Thumbs down when hands go out and thumbs up when hands come in. Hands should only separate to approximately shoulder width. This continuous arm motion provides lift and very little drag resistance. Stabilizes the body in the water.

c. Leg action:

- (1) There are several types of kicks available to the treader, but some are more efficient for certain situations. The modified frog kick is strong and is effective with high top lace boots and long pants. The leg action is similar to the breast stroke kick except in a vertical body position.
- (2) To execute the modified frog kick, bend at the waist in a sitting position with both knees underneath the chest separated about shoulder width. The power phase and recovery of the kick is executed primarily with the calves and feet and requires little hip and thigh movement. Both legs will kick and recover simultaneously.

Briefly explain the scissors kick and the rotary kick as per the Navy Swimming and Water Survival Instructors Manual NETC P1552/16.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (3) The knees are raised and separated to approximately shoulder width with the heels inboard of the knees.
- (4) Rotate the feet outboard of the knees with the toes pointing up.
- (5) Keep the knees almost stationary and push down with the soles of the feet while flexing the ankles.

d. Coordination

Coordination between arms and legs is not require; however, the best coordination is to kick as your hands scull inward.

e. Breathing

The swimmer should inhale and exhale as needed to match the physical demands of the treading. No attempt should be made to hold one's breath to augment buoyancy.

Demonstrate treading water in dungarees and shirt/utility uniform or organizational clothing

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

A. Shallow water practice (bathing suits)

Application of lesson plan 1.3 survival floating may be combined with this training phase as long as both lectures are taught first.

1. Allow students shall begin practicing in the shallow end of the pool.
2. Allow 15 students at a time to enter the shallow end and practice treading water. Once the skill is mastered (not to exceed 5 minutes), have students exit the water.
3. Follow step two until all students have completed shallow end practice.

Assist students such that they are able to tread water well enough to prepare them to stay on the surface when learning to inflate shirts and trousers/coveralls in lesson plan 1.6. Mastery of technique is not required. emphasis should be made to teach the modified frogkick as it is the best kick for a real-life scenario if one is wearing boots, however, any kick that the student develops that will allow them to pass the 3rd Class Swim Test is acceptable.

B. Deep water practice (bathing suit)

1. Have 15 students enter the deep end of pool and hold on to side. Students will demonstrate treading water (modified frog kick) for 5 minutes. Swimmers must be treading comfortably and not showing signs of a distressed swimmer.
2. If the swimmer cannot demonstrate the proper technique, remove from the water and remediate.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Follow steps one and two until students have completed the deep water practice.

Have maximum of 10 swimmers at a time enter the deep end of the pool and demonstrate the ability to tread water, keeping their head above water for 1 minute (any kick is acceptable). Repeat this step until all students have performed this event.

C. Shallow Water Practice (organizational clothing)

1. Any students who did not master the treading water skill while in a bathing suit shall not progress to treading in organizational clothing.
2. Have students don organizational clothing and enter the deep end of pool and hold on to the side. Students will demonstrate treading water (using the modified frog kick) for 3 minutes.
3. If the swimmer cannot demonstrate the proper technique, remove from the water and remediate.
4. Follow steps one and two until all students have completed the deep water practice in organizational clothing.

Do not allow students to sink beneath the surface.

Struggling students will be removed for the water immediately.

EVALUATION: None

ASSIGNMENT:

Assign students with difficulties to appropriate remedial training.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.5

LESSON TOPIC: Breaststroke and sidestroke

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor
1 Qualified Lifeguard
Add an in water lifeguard if more than 15
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

Swimming pool

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

1.0 Upon completion of this unit of
instruction the student will perform
the Navy Third Class Swimmer skills
without injury to personnel or damage
to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

1.6 Swim the breaststroke and sidestroke.

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Breaststroke and sidestroke
 - b. Major Teaching Points:
 - (1) Breaststroke description
 - (2) Sidestroke description

Establish the importance of learning how to tread Water.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Breaststroke Description

1. The breaststroke is generally considered the best survival stroke when one must swim open water. The advantages of this stroke include good forward visibility, controlled breathing when swimming in choppy seas; a powerful kick while wearing boots or shoes, and an efficient energy conserving glide.

a. Body position:

The start and glide position is facedown and streamlined with the waist straight, legs together and extended, and arms stretched in front of the head with palms approximately 6 to 8 inches below the surface. The head is positioned with the ears between the upper arms and the waterline near the hairline.

b. Arm action:

(1) Power phase:

- (a) Starting from the glide position, angle the hands slightly downward, turning the palms outward about 45 degrees to the water's surface. With the arms straight, the palms are sculled out until the hands are positioned wider than the shoulders, but not extending past the shoulders. This is the "catch position".

Similar to making an upside down heart with your hands above your head.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (b) From this position, bend the elbows and pull with the hands downward and outward until they pass under the elbows with the forearms vertical.
- (c) Rotate the wrists, sculling the hands inward, upward, and slightly aft until the palms are below the chin facing each other and nearly touching.
- (d) The elbows should be higher than the hands and lower than the shoulders for effective propulsion. Elbows should point outward, not aft, and should not be allowed to move beyond the shoulders.

(2) Recovery action:

Hands come together underneath the face, then moves forward of the head to the glide position and remain there until the beginning of power phase.

c. Kick

Many Navy commands teach a modification of the breaststroke kick, called the frog kick. The frog kick is often times easier to learn and many find it more comfortable to swim while wearing boots. This kick is similar to the breaststroke kick with the major difference being that the thighs and knees are rotated out, not under, during the recovery. This action places the swimmer's legs in a position similar

There are two types of kicks associated with the breaststroke. Instructors may teach either kick, although this lesson will cover the frog kick.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

to the stance of a Sumo wrestler with knees, thighs and feet rotated out and in the same plane as the torso.

(1) Frog kick

- (a) Step one: The heels are drawn together toward the buttocks while the knees drop slightly and separate (flare) 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.

d. Timing/Coordination

- (1) Remind the swimmers that the timing/coordination is to Pull-Breathe-Kick-Glide.
- (2) From the glide position, the head is lifted out of the water for a breath as the arms begin to scull to the side for support of the head. As the arms scull, the legs recover (steps one and two above) in preparation for the frog kick.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (3) After taking a breath, the face is set back in the water and the arms recover forward with the legs kicking aft (step three above), propelling the swimmer forward.
- (4) The swimmer remains in the glide position, repeating the stroke before all forward motion has stopped.

B. Sidestroke Description

The sidestroke is useful when towing equipment, a victim, or to swim if one arm is injured. It provides good sideward visibility, but very little forward visibility. The sidestroke kick, called the scissors kick, is less effective when wearing boots because of the loss of ankle movement. It does not offer good breath control when swimming in rough seas.

1. Body position:

- a. To perform the sidestroke, lie on either the left or right side. During the glide, the head, back and legs are straight with the legs fully extended and together with the toes pointed.
- b. The bottom arm is extended in front of the swimmer parallel to the surface with the palm down, in line with the body, a few inches below the surface of the water.
- c. The top arm is fully extended in front of the swimmer parallel to the surface with the palm down, in line with the body, a few inches below the surface of the water.

Explain to students what aspiration is and how to prevent

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. The top arm is fully extended aft with the hand resting on the thigh. The head lies with the face just high enough to clear the mouth and nose above the water. The bottom ear rests in the water close to the shoulder. The head and back are kept in line through out the stroke.

2. Arm action:

- a. The arms work alternately with different motions for both. While the top arm executes its power phase, the bottom arm executes the recovery phase and vice versa.
- b. Top arm recovers forward with the hand leading underwater along chest. At shoulder level, arm pushes back along the chest until extended.
- c. Bottom arm recovers by extending forward then pulls aft on a horizontal plane with arm bent.

3. Kick:

- a. The kick is a scissors kick because the legs separate for and aft, on a one plane, like a pair of scissors.
- b. Step one: Draw heels up toward the buttocks with the knees and feet together.
- c. Step two: Extend one leg forward, either the top or bottom leg while lifting toes up toward the head. Knee is bent. The other leg extends aft with toes pointing back.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- d. Step three: Bring legs together while pushing back with the bottom of the forward foot and the top of the aft foot.

4. Timing/Coordination:

- a. Always starting from the glide position, the bottom arm pulls aft as the top arm recovers forward. The legs recover (step one above) and separate (step two above) for the scissors kick.
- b. The bottom arm recovers forward as the top arm pushes aft and legs kick together (step three above). Swimmer holds the glide long enough to prevent loss of forward momentum and then starts the cycle again.

5. Navy modifications:

Most civilian swim agencies train students to extend the top leg forward and the bottom leg aft during the leg recovery of the scissors kick, the "inverted scissors kick" whereby the bottom leg extends forward and the top leg extends aft is taught at many Navy commands. Both kicks are effective and the inverted scissors kick is often useful when towing victims or gear. Either kick is acceptable.

Demonstrate Breaststroke and sidestroke.

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

C. Safety Brief:

Focus on students needing assistance.

1. Ask the students if there are any non-swimmers or feel that they would be unable to complete the distance safely. Do not swim these students in the deep end until they are proficient in the shallow end.
2. Warn students to be aware of the hazard of bumping their head when near walls/bulkheads.
3. Instruct students to grab the wall if they get tired or a ring buoy if one is thrown to them.

Experienced swimmers who can demonstrate stroke competence may be dismissed to the bleacher during this practice, providing a higher to instructor to student ratio to those needing help.

APPLICATION

A. Shallow water practice (bathing suits)

Focus on working with Students to develop 3rd Class Swimming skills proficiency identified in Chapter 13, of the Navy Swimming and Water Survival Instructor's Manual NETC P1552/16. use common errors with

1. Assemble student in bathing suits into shallow end of pool in 2 lines (side by side).
2. Students will swim the breaststroke and sidestroke in a racetrack pattern around the circumference of the pool. Instructors will decide the order and will coach students as they swim.

DISCUSSION POINT

3. Weak swimmers will be retained for further coaching, strong swimmers will either be released or allowed to swim laps under direct supervision of a lifeguard.

RELATED INSTRUCTOR ACTIVITY

the breaststroke and sidestroke found in Chapter 8 of the Navy Swimming and Water Survival Instructor's Manual to assist students

Use breaststroke and sidestroke land drills and drills holding onto the wall as appropriate for weak swimmers as per Navy Swimming and Water Survival Instructor's Manual NETC P1552/16.

Use kick boards, hand paddles, etc. . . as necessary.

EVALUATION:

None

ASSIGNMENT:

Assign students with difficulties to appropriate remedial training.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.6

LESSON TOPIC: Elementary Backstroke and
crawlstroke

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor

1 Qualified Lifeguard

Add an in water lifeguard if more than 15
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

Swimming pool

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

1.0 Upon completion of this unit of
instruction the student will perform
the Navy Third Class Swimmer skills
without injury to personnel or damage
to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

1.6 Swim the elementary backstroke and
crawl stroke.

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

2. Lesson overview

a. Lesson Topic: Elementary backstroke and crawl stroke

b. Major Teaching Points:

(1) Elementary backstroke description

(2) Crawl stroke description

Establish the importance of learning how to tread Water.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Elementary Backstroke Description:

The elementary backstroke offers the swimmer an effective kick while wearing boots and an energy-conserving glide. Disadvantages include difficulty seeing where one is going and the inability to control one's breathing in rough seas.

1. Body position:

To begin arm and leg actions the swimmer lays in a streamlined back glide position. The body is face up in a near horizontal position with the back of the head resting in the water. The waist is straight, hips and thighs near the surface slightly lower than the head and shoulders, and the arms extended along the body with palms against the thighs. The legs are fully extended with the toes pointed.

Additional material to help explain the crawl stroke can be paraphrased from Chapter 8, section 8.7 of the Navy Swimming and Water Survival Instructor's Manual.

2. Arm action:

a. Recovery phase:

Beginning from the glide position, with arms at sides, bend the elbows and draw both hands up toward the shoulder (with thumbs crawling along side of torso) with hands and arms just below the surface of the water. Once hands reach armpits, point the fingers outward from the shoulders with palms facing back towards the feet. Now extend the hands/arms out to the 10

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

and 2 o'clock position. This recovery motion should be executed slowly with emphasis on reducing drag.

b. Power phase:

When arms and hands reach the 10 and 2 o'clock position, the palms and inside of the arms push aft in a broad sweeping motion, elbows straight or slightly bent, returning arms to the glide position. The power phase must be strong enough to smoothly propel the swimmer forward.

3. Kick:

This kick is very similar to the breaststroke kicks. Either the breaststroke kick or the frog kick may be used/taught, but this lesson will focus on the frog kick.

(a) Frog kick

- (1) Step one: The heels are drawn together toward the buttocks while the knees drop slightly and separate (flare) to approximately shoulder width.
- (2) Step two: The feet separate out to approximately shoulder width with the soles of the feet facing aft and toes pointing out.
- (3) 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

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

ankles pointing the toes aft.

4. Timing/Coordination

Following the glide which is held long enough to prevent loss of forward momentum, arms begin their recovery just before the legs. The power phases of the arms and legs occur in unison. After the power phase, arms and legs rest in a streamlined position as the swimmer glides.

B. Crawl stroke description:

The crawl stroke is the fastest of all strokes and is effective in survival situations when speed is required. It may also be utilized if one's legs are injured. The crawl stroke offers poor forward visibility and is fatiguing to swim with operational clothing.

1. Body position:

The body is face down (prone), near horizontal with arms fully extended forward and legs extending aft. The surface of the water is between the eyebrows and hairline. Swimmers with little buoyancy may need to lower the head to raise the hips to straighten the body which improves kicking efficiency.

2. Arm action:

- (a) The arms generate the predominance of the stroke's propulsion. Arms work alternately, but not completely opposite of one another, as the recovering arm starts to catch up with the stroking arm at the end of the recovery.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (b) This relaxed motion allows the arm and hand muscles to rest and to produce even, continuous movement. As arm is recovering forward, the elbow is bent and lifted from the water, little finger first, palm rotated toward the leg.
- (c) With a "high" elbow rotate arm forward towards the head with the forearm hanging down. As arm moves forward of the head approximately 6-8 inches, keep the elbow bent slightly, enter the hand into the water, index finger first, (with the entire arm rotated such that the thumb is down). The elbow should enter the water last. Extend arm out in front of head and slightly below surface of water and repeat alternately with both arms.

3. Kick:

The kick is a "flutter" type kick where the legs kick up and down with the heels just breaking the surface of the water. The kick originates from the hips and thighs with the knees straight or slightly flexed, ankles are loose and relaxed throughout the kick is crucial component of an effective kick. The legs work alternately, when one leg is kicking down, the other leg is kicking up. The knee will be slightly flexed.

4. Breathing:

- (a) Breathing occurs by turning the head and inhaling during the recovery of one arm. Breathing should not include a pause or hesitation of the arm action. Swimmers may

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

breathe with every arm cycle or every other cycle.

- (b) Begin the turn of the head as the arm on the breathing side starts to pull. The mouth clears the water when the arm recovers forward. When inhaling, the swimmer should keep the forehead slightly higher than the chin with the opposite ear in the water. This head position allows the swimmer to breathe in a trough created as the head moves through the water.
- (c) Exhalation occurs slowly through the mouth and nose between head turns and is completed underwater. When the mouth clears the surface, inhale from the mouth only.

5. Timing/Coordination

The arms stroke continuously, the legs kick continuously, breathing occurs with the recovery of an arm and the body rolls to the left and right matched with the recovery of one arm and the down sweep of the other arm.

6. Navy Breathing Modification:

To avoid aspiration of water in rough seas exhalation begins as the head begins to turn and finishes with the mouth at the surface. Inhalation should be a quick bite of air as the head begins to rotate back to the face down position.

Demonstrate Elementary backstroke and Crawl stroke.

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

A. Shallow water practice (bathing suits)

1. Assemble student in bathing suits into shallow end of pool in 2 lines (side by side).
2. Students will swim the breaststroke and sidestroke in a racetrack pattern around the circumference of the pool. Instructors will decide the order and will coach students as they swim.
3. Weak swimmers will be retained for further coaching, strong swimmers will either be released or allowed to swim laps under direct supervision of a lifeguard.

Focus on working with Students to develop 3rd Class Swimming skills proficiency identified in Chapter 13, of the Navy Swimming and Water Survival Instructor's Manual NETC P1552/16. use common errors with the elementary backstroke And crawl stroke found in Chapter 8 of the Navy Swimming and Water Survival Instructor's Manual to assist students

Use elementary backstroke and crawl stroke land drills and drills holding onto the wall as appropriate for weak swimmers as per Navy Swimming and Water Survival Instructor's Manual NETC P1552/16.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Use kick boards, hand paddles, etc. . . as necessary.

Organize deep water swimming practice such that students can easily grab the side of the pool and are not swimming over one another. Position yourself such that you can coach and assist students on their swimming techniques.

EVALUATION:

None

ASSIGNMENT:

Assign students with difficulties to appropriate remedial training.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.7

LESSON TOPIC: Shirt and Trouser/Coverall
Inflation

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor

1 Qualified Lifeguard

Add an in water lifeguard if more than 15
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirt and trouser/coverall

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of
instruction the student will perform
the Navy Third Class Swimmer skills
without injury to personnel or damage
to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

- 1.7 Inflate a shirt and trousers/coverall
while in deep water.

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements

Establish the importance
of learning how to stay
Afloat without a PFD

2. Lesson overview

a. Lesson Topic: Shirt and Trouser/Coverall
Inflation

b. Major Teaching Points:

Briefly outline material
to be covered.

Shirt and Trouser/Coverall inflation description

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Shirt and Trouser/Coverall Inflation description:

1. When to inflate clothing

- a. In the absence of the PFD, survivors should look for any object floating on the surface that will provide enough buoyancy to keep the head out of the water in lieu of removing clothing.
- b. Carefully weigh the pros and cons of removing clothing for inflation as may be needed to protect from marine life, fuel oil and sunlight and can delay hypothermia.
- c. Ideal buoyancy will support the survivor's head out of the water in rough seas.

b. Power phase:

2. Shirt and jumpsuit/coverall inflation

- a. A small amount of buoyancy will support the survivor's head out of the water in rough seas.
- b. Blowing air into the shirt or coveralls causes a bubble of air to accumulate at the survivor's back between the shoulder blades. Coveralls are inflated similarly to shirts, but the survivor will blow into the top of the zipper.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Procedures for Trouser Inflation:

- a. Remove footwear while survival floating (footwear will not be used during this evolution).
- b. Slowly remove trousers while survival floating and continue to breathe at a normal rate to prevent a build up of carbon dioxide, which leads to fatigue.
- c. Be careful not to get one pant leg inside out, as the inflation procedure will not work.
- d. Once removed, tie the legs together using two square knots, but ensure the knots are as close to the cuff as possible. There must be a large enough hole for the swimmer's head to fit through.
- e. Four methods of inflating trouser:
 - (1) Overhead method: Leave zipper unzipped and waistband open. While treading water, hold trousers in front of you as if you are going to put them on, with hands above front pockets. Swing trousers around behind your head, placing zipper on the back of the neck. While treading to support head out of the water, extend arms up over head. Once trousers are out of the water, quickly force them down in front of you until the waistband is underwater. Ensure you have lifted the trousers high enough to force air into the waist on the

All methods of trouser inflation must provide enough buoyancy for swimmer to lean back and rest with no effort or kicking.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

way down.

- (2) Oral inflation method: The trousers may be inflated orally while survival floating. With the zipper closed and facing down, hold the waistband open. The waistband should be about two inches below the surface. Take a breath and submerge, placing the waistband on the forehead. Blow about half a breath into the trousers until full.
- (3) Splash method: Place the trousers on the surface of the water in front of you with the zipper zipped and facing down. Place one hand on the waistband and hold it about two inches below the surface of the water. Raise free hand and in a cupping motion, splash air into the trouser waistband.
- (4) Alternate splash method: Place the trousers over head with zipper closed and facing down. Grasp the waistband (back of trousers in between back pockets) ensuring a "hole" for air to enter waistband. Extend arm outward while holding the waistband two inches underwater. With other hand, "cup" air into the trouser waistband until full.

Explain why it is important to exhale half of lung capacity into trousers.

This is the preferred method due to ease of inflation.

4. Securing the trousers:

When the trousers are inflated, secure with your belt or place trouser waistband once cinched up in between your legs and squeeze legs together.

DISCUSSION POINT

5. Keeping the trousers inflated:

The trousers should be kept wet by splashing water on them periodically. If the trousers are allowed to dry out, they may leak. Air can be forced into trousers by placing your mouth against the material and blowing forcefully. The alternate splash method is also a good means of re-inflating trousers.

RELATED INSTRUCTOR ACTIVITY

Demonstrate shirt and trouser/organizational clothing inflation.

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

A. Clothing inflation:

1. Have students put on the clothing to be inflated and proceed to the deep end.
2. Up to 15 students at time (in the deep end) will perform shirt/coverall inflation and all 4 methods of inflating trousers.
3. Have students inflate shirt, look for staff for authorization to proceed to trousers. Have students hold up finger(s) in relation to the method of trouser inflation they perform and get approval from staff to proceed to next method. Upon successful completion of at least 1 method of inflation, direct students to exit pool, rinse off and stow gear.

Safety Note: At the discretion of the training facility and students aquatic familiarity, swimmers may go directly to the deep end or be required to demonstrate proficiency in the shallow end first.

Training sites will determine the number of attempts the student will be allowed, not to exceed 3. Nor will students be allowed to become fatigued and unsafe in the water.

Method 1 = overhead
Method 2 = oral
Method 3 = splash
Method 4 = alternate splash

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

EVALUATION: None

ASSIGNMENT:

Assign students with difficulties to appropriate remedial training.

Brief students on safety procedures and hazards.

Focus on students needing assistance. Experienced swimmers who can demonstrate clothing inflation competence may be dismissed to the bleachers during this practice, providing a higher instructor to student ratio to those needing help.

Do not allow students to sink beneath the surface.

Remove struggling students from the water immediately.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.8

LESSON TOPIC: Abandon Ship Drill

ALLOTTED LESSON TIME: 1.5 Laboratory

INSTRUCTIONAL SUPPORT:

1 BSWIC Instructor

1 Qualified Lifeguard

Add an in water lifeguard if more than 15
students in deep end.

INSTRUCTIONAL REFERENCE:

Navy Swimming & Water Survival Instructor's
Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

Swimming pool

TERMINAL OBJECTIVE:

Completely supported by this lesson topic:

1.0 Upon completion of this unit of
instruction the student will perform
the Navy Third Class Swimmer skills
without injury to personnel or damage
to equipment.

ENABLING OBJECTIVES:

Completely supported by this lesson topic:

1.8 Perform abandon ship procedures off
of a tower as per MILSPERMAN article
1414-010 into deep water.

CRITERION TEST:

None

HOMEWORK:

Remedial training as required.

INTRODUCTION

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Abandon Ship Drill
 - b. Major Teaching Points:
 - (1) Abandon ship and underwater swimming description
 - (2) Abandon ship procedure

Establish the importance of learning how to abandon ship.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Abandon Ship and Underwater Swimming Description:

1. Abandon Ship:

Naval personnel may accidentally fall off of a ship or be ordered to abandon ship. Whether accidental falling or purposely jumping, it is important to make preparations for proper water entry. The body should enter the water feet first in a streamlined position. Proper arm and leg position may result in serious injury if one strikes the debris, other survivors or enters the water from a great height. Pinched nostrils prevent water from entering the nose and mouth and also prevents aspiration of water due to the gasp reflex when one enters cold water.

2. Underwater Swimming:

Underwater swimming is advantageous when clearing a landing area or swimming through burning oil on the surface of the water. Recommended after abandoning ship.

Underwater swimming is optional and may be taught at the discretion of the training site.

3. Underwater strokes:

The best underwater stroke is the modified breaststroke. When using the underwater breaststroke, the arm pull should come all the way down to the thighs, which generates more propulsion. If the swimmer glides, they should glide with arms extended out in front of them to protect from underwater debris.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. Abandon Ship Procedure:

1. Stand erect and look at the horizon.
2. Pinch nose with thumb and forefinger and cup your chin in the palm with the little finger anchored under the chin.
3. Reach across with the other hand (over the top of the other arm) and grab the biceps/triceps area of that arm. Tuck arms in as close and as tight to chest as possible.
4. Step from platform or abandoning area, do NOT jump. Immediately after stepping off, cross the legs at the ankles. Keep the body vertical by continuing to look at the horizon. Maintain this position after impact with the water and all downward motion stops.
5. Orient yourself and immediately swim away from the impact area. If wearing an un-inflated PFD, swim away from the jump area underwater to avoid being struck by other jumpers. If wearing a buoyant vest, swim away on the surface. After clearing the area, inflate your PFD and look for other survivors, life rafts, etc.

Demonstrate the abandon ship procedure and underwater swimming.

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

1. Assemble students in bathing suits either at the shallow end or deep end of pool (depending on proficiency of swimmers).
2. After all students have completed underwater swim, practice, line them up at base of the platform for the Abandon Ship Procedure.
3. Step students off platform one at a time in the abandon ship position. At the discretion of the instructor/facility, students may attempt to swim 15 yards underwater utilizing any stroke underwater after stepping from the platform.
4. Repeat these steps as many times as necessary to accommodate all students.

If training site has elected not to teach underwater swimming, proceed in application with ASD procedures only. Direct students to surface immediately after performing ASD drill.

If practicing underwater swimming in the deep end, line students up in single file rows. step off deep end (in abandon ship position) swim underwater, not to exceed 15 yards using any underwater stroke.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

Assist weak swimmers with underwater swimming in the shallow end. Watch them closely to ensure that they do not swim into the deep end. Work with students until you feel that they will be safe to swim underwater in the deep end. Mastery of perfect underwater swim technique is not required. Use Section 9.2 pages 9-1 through 9-2 of the Navy Swimming and Water Survival Instructor's Manual NETC P1552/16 to assist students who have difficulty swimming underwater.

If students are allowed to swim underwater after stepping from the platform ensure they do not swim more than 15 yards under water and brief the hazards of hyperventilation.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

EVALUATION:

None

ASSIGNMENT:

Assign students with difficulties to appropriate remedial training.

Space and time students such that they do not jump on top of each other.

Brief students on safety procedures and hazards.

Focus on students needing assistance. Experienced swimmers who can demonstrate competence may be dismissed to the bleachers during this practice, providing a higher instructor to student ratio to those needing help.

Remove struggling students from the water immediately.

Consult Section 10.5.1 page 10-2 of the Navy Swimming and Water Survival Manual NETC P1552/16 to assist students having difficulty.

LESSON PLAN

January 2005

COURSE TITLE: Third Class Swim Course
A-060-2221

CLASSIFICATION: Unclassified

LESSON PLAN NUMBER: 1.9

LESSON TOPIC: Third Class Swim Test

ALLOTTED LESSON TIME: 2.0 Laboratory

INSTRUCTIONAL SUPPORT:
1 BSWIC Instructor
1 Qualified in water lifeguard for every 5
students in deep end.

INSTRUCTIONAL REFERENCE:

Per Section 12.2.2 of U.S. Navy Water
Survival Instructor's Manual, NETC
P1552/16.

INSTRUCTIONAL REFERENCES:

Navy Swimming and Water Survival
Instructor's Manual, NETC P1552/16

INSTRUCTIONAL AIDS:

1. Swimming pool
2. Shirts and trousers or coveralls

TERMINAL OBJECTIVE:
Completely supported by this lesson topic:

- 1.0 Upon completion of this unit of instruction the student will perform the Navy Third Class Swimmer skills without injury to personnel or damage to equipment.

ENABLING OBJECTIVES:
Completely supported by this lesson topic:

- 1.9 Perform a feet first entry from a platform as per MILPERSMAN article 1414-010 into the water. Swim 50 yards using any survival stroke, American Crawl, Breaststroke, Sidestroke, or Elementary Backstroke.
- 1.10 Remain afloat in prone (face down) position for 5 minutes, lifting the head as needed to breathe.
- 1.11 Inflate shirt and trousers/coveralls.

CRITERION TEST:

Third Class Swim Test

HOMEWORK:

Remedial training as required.

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?

Refer questionable cases to the senior officer or their representative in the training activity or their medical representative.

B. State Lesson Objectives

Turn to cover page and paraphrase objectives.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

C. Establish Readiness

1. Motivating Statements
2. Lesson overview
 - a. Lesson Topic: Abandon Ship Drill
 - b. Major Teaching Points:
 - (1) Test description
 - (2) Grading criteria
 - (3) Remedial instruction

Establish the importance of Third Class Swim Test using personal experience and anecdotes.

Briefly outline material to be covered.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

PRESENTATION:

A. Test Description:

1. Module One:

a. Deep water jump

Swimmer must step from the platform (encourage student to maintain abandon ship position until after water entry).

Height of platform not to exceed 15 feet.

b. 50 yard swim

Swimmer must complete 50-yard swim utilizing either the breaststroke, sidestroke, elementary backstroke or crawl stroke without stopping, standing, or holding onto the sides of the pool.

Strokes are a graded portion of 3rd class swim test.

c. 5 minute prone float

Prone float (face down) for 5 minutes.

Module one must be completed before Module two do NOT have to be conducted on the same day.

2. Module Two:

Shirt and Trouser/Coverall Inflation

Swimmers must inflate shirt and trousers/coveralls. Only one method of inflation is required.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

B. Grading Criteria:

1. Deep water jump

- a. Must step from platform maintain the proper abandon ship body position until momentum has slowed underwater.
- b. Waist must be straight. Head held with neck straight, eyes staring forward (on horizon).
- c. Arms must be crossed with the hand of the arm closest to the chest pinching the nose with the thumb and forefinger and the little finger positioned on the bottom of the jaw beneath the chin. The hand of arm furthest from the chest grasps the biceps and triceps of the opposing arm.
- d. Legs must be straight and crossed at the ankles as you step.

Demonstrate proper body position IAW Navy Swimming and Water Survival Instructor's Manual.

2. Demonstrate any of the following strokes or combinations thereof: breaststroke, sidestroke, elementary backstroke or crawl stroke.

- a. Acceptable standards for breaststroke.
 - (1) Body must be face down.
 - (2) Any arm stroke acceptable as long as recovery and propulsion occurs underwater.
 - (3) Any kick acceptable as long as recovery and propulsion occurs underwater.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (4) Swimmer must display continuous ability to lift the head up, get a breath, and return the face into the water with each arm stroke.
 - (5) Any coordination of arms, legs and breathing is acceptable. Swimmer must appear safe to swim prescribed distance (at the discretion of the staff).
- b. Acceptable standards for sidestroke.
- (1) Swimmer must lie on either the left or right side.
 - (2) Any arm stroke is acceptable as long as the recovery and propulsion occurs underwater.
 - (3) Any kick is acceptable as long as recovery and propulsion occurs underwater.
 - (4) Inhalation and exhalation may be performed at any stage of the stroke. Mouth and nose must remain above the surface.
 - (5) Any coordination between arms and legs is acceptable. Swimmer must appear safe to swim prescribed distance (at the discretion of the staff).
- c. Acceptable standards for elementary backstroke.
- (1) Swimmer must be face down.
 - (2) Any arm action where one arm pulls while the other arm recovers is acceptable.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (3) Any kick or no kick is acceptable.
 - (4) Must display continuous ability to lift/turn head up, get a breath, and return face into the water.
 - (5) Any coordination between arms and legs is acceptable. Swimmer must appear safe to swim prescribed distance (at the discretion of staff).
3. Remain afloat for 5 minutes (prone position) without submerging or grabbing the side of the pool.

Acceptable standards for prone float.

- a. Any face down posture is acceptable.
- b. Any arm action is acceptable, with NO forward or backward swimmer movement.
- c. Any kick or no kick is acceptable, with NO forward or backward swimmer movement.
- d. Swimmer must inhale from the mouth and exhale from the mouth and nose. Breathing should be slightly above resting rate (approx. 20 breaths per minute). Breathlessness, gasping, erratic breathing or swallowing water is unacceptable.
- e. Swimmer's arm and leg actions must keep them on the surface at all times. Swimmer must stay in the general starting location; excessive forward or backward movement (swimming) is unacceptable. Swimmer must appear safe, calm and relaxed (at

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

the discretion of the staff).

4. Inflate shirt/trousers/coveralls

Acceptable standard for inflation:

- a. Swimmer must stay at the surface. Back of shirt/coveralls must contain a "bubble" of air.
- b. For trouser removal, the swimmer must stay near the surface. Struggling and sinking is unacceptable.
- c. While inflating trousers, swimmers must stay on the surface at all times (except oral inflation method). Any method to fill trousers is acceptable. Trousers must be filled sufficiently so the swimmer can float motionless.

C. Remedial Instruction:

Students who do not pass the 3rd class swim test will be placed in local remedial program as available. If remedial instruction is not available, students will receive written documentation (of receiving a non-passing grade) in member's service record.

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

Administer the 3rd Class Swim Test

Utilize safety guidelines Identified in Chapter 12 Of the Navy Swimming and Water Survival Instructor's Manual NETC P1552/16.

1. Module One: Have students line up at base of platform. Step students off of platform one at a time. Direct students to surface immediately after momentum stops underwater.
2. Module One: Swim 50 yards in prescribed pattern.
3. Module One: Remain afloat (in prone position) for 5 minutes.
4. Module Two: Inflate shirt/trousers/coveralls.

These events can be conducted separately and in any order.

EVALUATION:

Students will be evaluated on the procedures in this Lesson Plan, Presentation Section, paragraph B.

Recommend students get rest period prior to prone float.

Ensure module one is completed before Module Two.

ASSIGNMENT:

Assign students with difficulties to appropriate remedial

DISCUSSION POINT

training.

RELATED INSTRUCTOR ACTIVITY